

DOCUMENT RESUME

ED 336 700

CG 023 676

TITLE The College Guidance Counselor's Handbook: 1991-92. A College Guidance and Information Resource for Oregon High School Counselors.

INSTITUTION Oregon State System of Higher Education, Eugene.

PUB DATE Aug 91

NOTE 108p.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *College Bound Students; *College Preparation; Higher Education; High Schools; High School Students; *School Counselors; *School Guidance

IDENTIFIERS *Oregon

ABSTRACT

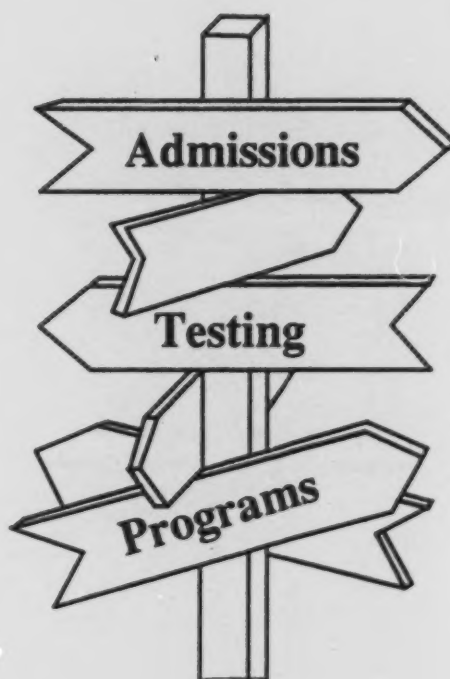
This handbook was written to help high school counselors who work with college-bound students. It includes a college guidance calendar for the 1991-1992 academic year and provides information on the (Oregon) State System high school visitation program, describing the visitation program, explaining visitation formats for high schools, and offering suggestions for preparing students for the visitation program. Included is the 1991 High School Visitation Schedule. A section on residency rules includes a notice to nonresidents of the state of Oregon. Other sections look at Oregon State System admission requirements; the admission of community college transfer students; testing requirements, dates, and information sources; special academic support service programs; State System publications and services; college guidance information and resources; college guidance activities for students; the National Association of College Admission Counselors' Statement of Principles of Good Practice; and college course work during high school. Though some of the handbook's content applies to all postsecondary education, the central focus and emphasis is on the public four-year colleges and universities in the state of Oregon. (NB)

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The College Guidance Counselor's Handbook

1991-92

A college guidance and information
resource for Oregon high school counselors



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School Relations/Office of Academic Affairs
P.O. Box 3175
Eugene, Oregon 97403
Phone 346-5728



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INTRODUCTION

The College Guidance Counselor's Handbook is prepared by the Office of School Relations within the Oregon State System of Higher Education for the purpose of assisting Oregon high school counselors in counseling students for college.

Given the increased complexity and variety of post-secondary educational options, the necessary guidance of students in this area has become ever more critical and vital. It is no small task that confronts the counselor in not only providing the students with the necessary admissions, financial aid, school, and program information, but equipping them as well with skills needed to make an intelligent decision about their post-high school plans. Though it is certainly not possible to meet all of these guidance needs in the pages of this publication, the contents of the handbook were compiled with that challenging task in mind.

We hope counselors will find the handbook a handy reference in their college guidance efforts. Included in the handbook is information on the State System high school visitation program, preparing for visitation, admission requirements and procedures, testing requirements, State System publications, special programs, college guidance activities, and the educational agencies, organizations, and institutions in Oregon. Though some of the handbook's content applies to all post-secondary education, the central focus and emphasis is on the public four-year colleges and universities in Oregon.

For detailed information on financial aid, please refer to the Oregon State Scholarship Commission publication, *The Financial Aid Handbook*. (Write or call the Commission office for a copy. See page 52 for address and telephone number.)

We eagerly seek your ideas and suggestions on how the handbook can be upgraded to serve you better in your daily guidance activities. Given our willingness to take your advice, a real opportunity exists for counselors to improve its contents so that it can be of greater assistance to you. Please give us your suggestions and ideas for the guide by contacting the Office of School Relations, P.O. Box 3175, Eugene, OR 97403, or telephone:

Robin C. Brown, Associate Director	346-5718
Gary Christensen, Assistant Vice Chancellor for Student Services	346-5729
Barbara Nehring, Administrative Assistant	346-5730

A College Guidance Calendar 1991-92 Academic Year

September

- 13 OSSHE Fall Counselor Conference, Eugene
- 17 CIS Introduction Workshop: South Umpqua High School, Myrtle Creek
- 17 CIS Introduction Workshop: Forest Grove High School, Forest Grove
- 17 CIS Advanced Workshop: South Umpqua High School, Myrtle Creek
- 18 CIS Introduction Workshop: Oregon City High School, Oregon City
- 19 CIS Introduction Workshop: Jackson ESD, Medford
- 19 CIS Advanced Workshop: Jackson ESD, Medford
- 19 CIS Introduction Workshop: Clatsop Community College, Astoria
- 20 CIS Advanced Workshop: Henley High School, Klamath Falls
- 23-27 State System High School Visitation - John Day to The Dalles
- 24 CIS Advanced Workshop: Coos ESD, Coos Bay
- 25 CIS Introduction Workshop: Pleasant Hill High School, Pleasant Hill
- 25 North-Central Oregon College Fair, Pendleton High School
- 26 CIS Advanced Workshop: Lane ESD, Eugene
- 26 CIS Advanced Workshop: Linn-Benton ESD, Albany
- 27 CIS Introduction Workshop: Gilliam ESD, Condon
- 27 Last day to register for Oct. 26 ACT test
- 27 Last day to register for Nov. 2 SAT & Achievement tests (Scholarship applicants who need to submit a test score should use these dates.)
- 30 CIS Introduction Workshop: Deschutes ESD, Bend
- 30-Oct.4 State System High School Visitation - Bend to Ashland

October

- 1 CIS Advanced Workshop: Deschutes ESD, Bend
- 7 College Board Workshop: Southern Oregon State College, Ashland
- 7-10 State System High School Visitation - Corvallis to Stayton and Newport to Clatskanie
- 8 College Board Workshop: University of Oregon, Eugene
- 8 CIS Advanced Workshop: Columbia ESD, St. Helens
- 9 College Board Workshop: Willamette University, Salem
- 9 CIS Advanced Workshop: Hood River ESD, Hood River
- 10 College Board Workshop: Portland Public Schools, Portland
- 14-18 State System High School Visitation - Molalla to Salem and Roseburg to Reedsport
- 15 CIS Advanced Workshop: Benson High School, Portland
- 15 CIS Introduction Workshop: Benson High School, Portland
- 16 CIS Advanced Workshop: Sabin Skills Center, Milwaukie
- 17 CIS Advanced Workshop: Sherwood High School, Sherwood
- 19 PSAT/NMSQT
- 19 Southwest Oregon College Faire, Thurston High School
- 21 Idaho-Oregon Border College Fair, Ontario
- 21-25 State System High School Visitation - Eugene area and Rainier to Portland
- 22 PSAT/NMSQT
- 22 Salem College Night, South Salem High School
- 22 Boise, Idaho College Fair
- 23 Yamhill County College Fair, Linfield College
- 24 CIS Advanced Workshop: Tillamook High School Library, Tillamook
- 25 CIS Introduction Workshop: Mt. Hood Community College, Gresham
- 25 CIS Advanced Workshop: Mt. Hood Community College, Gresham
- 25-26 Portland National College Fair - University of Portland, Chiles Center
- 26 ACT test date
- 27-28 Seattle National College Fair
- 28-31 State System High School visitation - Portland area

November

- 1 Last day to register for December 7 SAT & Achievement tests
- 2 SAT & Achievement tests date
- 4-8 State System High School Visitation - Portland area and Estacada to Hood River
- 15 Last day to register for December 14 ACT test
- 16 UO Open House

December

- 1 ROTC application postmark deadline - Air Force, Army & Navy/Marine
- 7 SAT & Achievement tests date
- 14 ACT test date
- 20 Last day to register for January 25 SAT & Achievement tests

January

- 10 Last day to register for February 8 ACT test
- 18 WOSC Open House
- 25 SAT & Achievement tests date

February

- 1 SOSOC Open House
- 8 ACT test date
- 8 OSU Open House
- 28 Last day to register for April 4 **SAT only** test
- 29 PSU Open House

March

- 7 EOSC Open House
- 13 Last day to register for April 11 ACT test
- 27 Last day to register for May 2 SAT & Achievement tests

April

- 3 OIT Open House
- 4 SAT **only** test
- 11 ACT test date

May

- 1 Last day to register for June 6 SAT & Achievement tests
- 2 SAT & Achievement tests date
- 6-8 Advanced Placement Program tests
- 15 Last day to register for June 13 ACT test
- 11-15 Advanced Placement Program tests
- 18-19 Advanced Placement Program tests

June

- 6 SAT and Achievement tests date
- 13 ACT test date

Admission Application Deadlines and Priority Filing Dates

Freshman Admission for Fall, 1992

EOSC	Application Priority Filing Date: August 1, 1992
OIT	Application Priority Filing Date: June 1, 1992
OSU	Application Postmark Deadline: March 1, 1992
PSU	Application Postmark Deadline: July 1, 1992
SOSC	Application Priority Filing Date: June 1, 1992
UO	Application Postmark Deadline: March 1, 1992
	Architecture and Interior Architecture: January 15, 1992
	Architecture and Landscape Architecture: February 1, 1992
WOSC	Application Postmark Deadline: April 15, 1992

Transfer Admission for Fall, 1992

EOSC	Application Priority Filing Date: August 1, 1992
OIT	Application Priority Filing Date: July 1, 1992
OSU	Application Postmark Deadline: June 15, 1992
PSU	Application Postmark Deadline: July 1, 1992
SOSC	Application Priority Filing Date: July 1, 1992
UO	Application Postmark Deadline: May 15, 1992
WOSC	Application Postmark Deadline: May 15, 1992
OHSU	Varies by Program

Note: Applications filed after the above deadlines will be considered on a space available basis.

The State System High School Visitation Program

For the 1991-92 school year, the State System will continue its high school visitation program. That program for some high schools, however, will be different than last year's program. A description of the program is given below. As in the past, the State System visitation team will include one representative from each State System campus (seven), plus a "team leader" from the Chancellor's Office of Academic Affairs, School Relations. Additional contact between individual high schools and state colleges and universities beyond the visitation program is governed by the student contact guidelines developed by the Oregon High School-College Relations Committee. Those guidelines permit further visits by mutual agreement of the school and the college.

Description of the High School Visitation Program

For most high schools, the 1991-92 visitation program will have the same format as previous years. But because the visitation schedule was reduced to 12 weeks from 16 weeks, the program does not include as many visits to individual high schools as it did in the past. In order to condense the schedule we selected a greater number of centralized sites. As a result, some schools are invited to nearby community colleges for the visitation program. Other schools are invited to become part of our traditional OSSHE campus plans (on-site at one of the State System campuses), or to host, or be hosted by, another high school. For those schools affected by the location changes of the visitation program, we thank you for your flexibility and willingness to continue participation in the program.

The primary aim of the visitation program is educational. The visitation team's purpose is to inform and counsel students about the educational opportunities and services available in the Oregon State System of Higher Education. The visitation representatives will make every effort to assist students in pursuing their educational goals, whether or not those goals lead to attendance at a State System campus. You may be assured, then, that the goal of the high school visitation program is twofold -- to serve as a college guidance effort as well as a recruiting effort.

The time period for the visitation runs from late September to early November for a total of 12 visitation weeks. A weekly area schedule is included in this section.

Most visitations take place during the regular school day, either in a morning or afternoon session. Several schools schedule an evening visitation program. Such programs will be carefully scrutinized this year, however, as historically evening programs have low attendance rates. Although it's nice to have parents included in the (evening) program, typically only a fourth or less of the prospective college-bound students attend an evening program.

The format of the visitation program, in both high schools and on college campuses, typically consists of the following: 1) a general presentation by the team leader (Chancellor's Office representative) about the State System including an overview of academic programs, admissions, financial aid, and scholarships; 2) two individual college sessions where students select the presentations by individual campus representatives they wish to hear; and 3) frequently a wrap-up session where students are free to ask additional questions or to obtain information from the schools not visited during the individual college sessions.

Visitation Program Formats for High Schools

In the spring of each year, all schools are sent a "visitation program survey" identifying the type of program they may participate in. Responses to that survey, then, form the basis for the fall visitation schedule. Later in the spring, all schools are mailed a "visitation program confirmation card" on which is indicated their visitation date. Completion and return of the card to our office before mid-June and the resolution of any conflicts completes the visitation scheduling.

For the 1991-92 visitation year, the survey included the following program formats:

- 1) A visitation program in your own high school, your students only;
- 2) A visitation program at another (host) high school;
- 3) A visitation program at your own high school with other high schools participating at your site (you are the host school);
- 4) A visitation program at a State System or community college campus; and
- 5) No participation in the visitation program. Remember, participation in the program is voluntary.

Ensuring Your Participation in the Visitation Program

To make final arrangements for the visitation program, we will mail a letter to you four weeks in advance of your visitation date. Included with the letter will be a list of names of the visiting representatives, a news release for your school paper, and a "visitation program planning form" in which the visitation date and time will be indicated.

By completing and returning the "visitation program planning form," you inform School Relations about your program format details and any other information that may be of assistance to the visitation team (i.e., special student needs, refreshments, planned counselor meeting with visitation team). Please return those forms no later than two weeks prior to your visitation date.

Oregon State System of Higher Education Office of School Relations 1991 High School Visitation Schedule

Week 1	September 23 - 27	John Day to The Dalles	1 team
Week 2	September 30 - October 4	Bend to Ashland	1 team
Week 3	October 7 - 10	Corvallis to Stayton Newport to Clatskanie	2 teams
Week 4	October 14 - 18	Molalla to Salem Roseburg to Reedsport	2 teams
Week 5	October 21 - 25	Eugene area Rainier to Portland	2 teams
Week 6	October 28 - 31	Portland area Portland area	2 teams
Week 7	November 4 - 8	Estacada to Hood River Portland area	2 teams

Total visitation weeks: 12

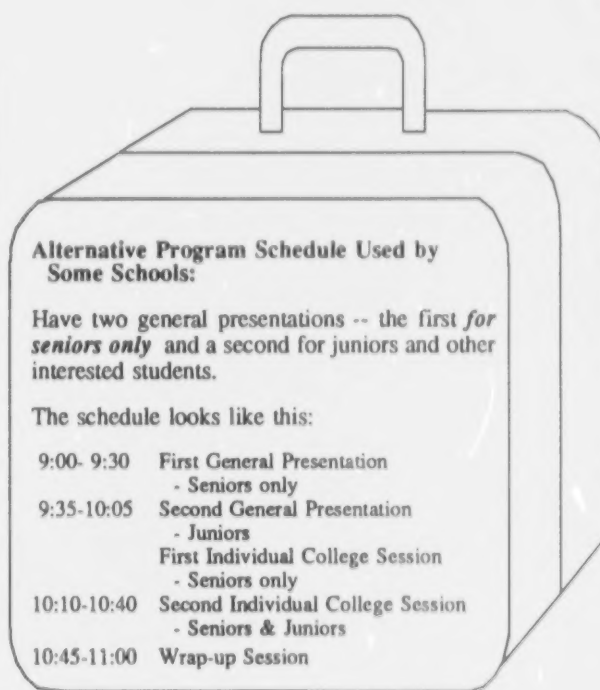
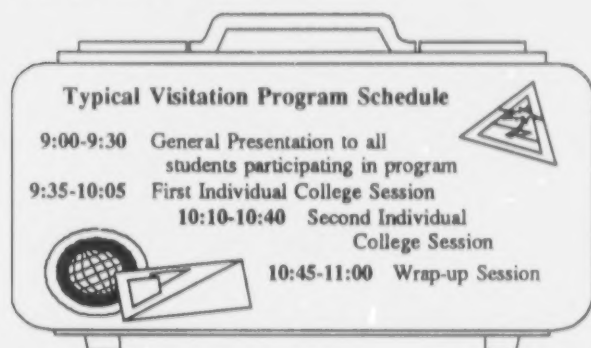
Visitation Program on a High School Campus

Note: Please allow at least 5 minutes passing time between all sessions for students to assemble for the presentation.

General Presentation

Time Required: 30 minutes

A Chancellor's Office team leader on the visitation team will be responsible for making a general presentation to initiate the visitation program. The team leader will discuss the following: (1) deciding on further education after high school; and (2) reviewing the State System campuses and their academic programs, admissions requirements, costs, financial aid and scholarship programs, and application procedures. This time is also used to introduce the visiting representatives and to give program directions to the students. For *equipment and facilities needed*, please see page 10.



Individual College Sessions

Time required:

30 minutes, 1st session
30 minutes, 2nd session

Two individual sessions are recommended to give students the opportunity to visit two colleges of their choice. The representatives will be prepared to address student groups of seniors and/or juniors on the academic programs, student services, and campus characteristics of their respective institutions, and to respond to questions from students.

Wrap-Up Session

Time required:

10-15 minutes

This session will allow students the opportunity to pick up additional brochures from colleges whose sessions they did not attend, *and* to individually ask questions of the college representatives. It is best to hold this session back in a central location, e.g., where the general presentation session was held.

Counselor and/or Faculty Meeting with Chancellor's Office Team Leader

Time required:
To be arranged

We strongly recommend that the fullest use be made of the Chancellor's Office team leader's time. It is his or her responsibility to represent the entire State System and to speak to that program and procedural information which is of critical importance to counselors, faculty, and students. Subjects for discussion could include academic programs, financial aid, admissions, and career planning and placement service. Meetings with the team leader can take place during the individual college sessions or after the sessions, if travel time permits. Such meetings held after the individual sessions also allow for a critique of the visitation effort.

Counselor and/or Faculty Meeting with Campus Representatives During the General Presentation or With All Visitation Team Members Following the Last Session

Time required:
To be arranged

Some schools seek to best utilize the campus representatives by arranging meetings between them and the guidance staff and/or faculty during the general presentation. Such use of the campus representatives is highly recommended. Also, meetings between *all* team members and the guidance staff and/or faculty after the wrap-up session are encouraged. Topics for discussion could include critiquing the visitation program, update on academic programs, admissions, financial aid, the college preparedness of students, and/or other subjects of mutual interest and concern.

Visitation Program on a State System or Community College Campus: Class AAAA, AAA, AA and A Schools

The format for the visitation program on a college campus will be generally the same as that for the high school campus. A general presentation will be followed by two individual college sessions. At some college campuses, the general presentation will be followed by a "fair format" visit to individual college representatives rather than two separately scheduled visits to college representatives. The fair format is used when individual meeting (classroom) space is not available for campus representatives. The added advantage many counselors see in attending a visitation program on campus is the chance to expose students to a college environment for a few hours.

Equipment and Facilities Needed for Visitation Program

All schools having a visitation program on their own campus need to provide the following facilities and equipment for the *general presentation* and the *individual college sessions*:

General Presentation

1. A central location to accommodate all students involved in the visitation program (auditorium, gym, cafetorium, etc.).
2. A microphone.

Individual College Sessions

An individual meeting room for each campus representative is highly desirable. SOSC prefers rooms or areas that can be darkened for slide showing.

Wrap-Up Session

Usually held in the same location as the general presentation.

Preparing Students for the Visitation Program

Experience has shown the obvious: the most successful college visitation programs are those in which considerable preparation of students has been done prior to the program. Preparation simply means that students have been made aware of the upcoming visitation and the purpose of the program, stimulated to start considering and developing their post-high school plans, and told how the program relates to their current situation. The result is a far more productive program for all concerned. Methods of preparing students vary, but might include use of the checklist and materials listed below.

A Preparation Checklist for Visitation

- ☐ Encourage *all* students who have the potential for and/or interest in further education after high school to explore the program options available in the State System.
- ☐ Visit classes to announce and explain the purpose of the college visitation program.
- ☐ Suggest or give students questions they could ask a college representative (e.g., the questions listed on pages 74-75).
- ☐ Encourage or work with students in completing selected college guidance exercises (Deciding on Further Education & the School Selection Checklist) in *The College Counselor's Handbook* on pages 67-73.
- ☐ Encourage students in meetings prior to the visitation program to use the Career Information System in developing alternatives and exploring options.
- ☐ Encourage students to use CIS to identify colleges offering programs they desire and to glean information about the colleges.
- ☐ Make the *College Handbook*, the *Occupational Handbook*, CIS college catalogs, and other guidance materials available in the guidance center.
- ☐ Publicize the program through:
 - ☐ School paper
 - ☐ Daily announcements
 - ☐ Posters on bulletin boards
 - ☐ Other:
 - ☐ Radio or TV announcements
 - ☐ Letters to students
 - ☐ Letters to parents

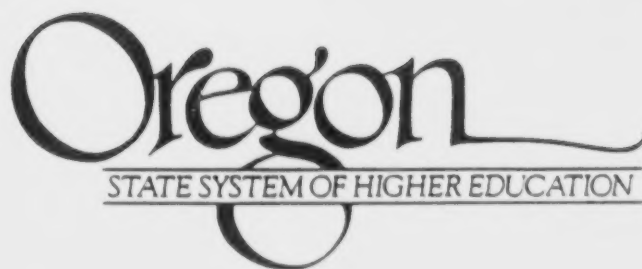
Questionnaire for College Visitation Sessions

Included in the college guidance activity section (page 67) is a questionnaire that speaks to the many concerns and informational needs students may have in selecting a college or university. Given the difficulty many students have in asking the questions they want answers to, reproduction and distribution of the questionnaire to students before or at the time of visitation should be helpful not only to them, but to the representatives as well. The questionnaire is equally useful to a student when making a personal visit to a campus.

Residency Rules

- The residency rules officially took effect on July 1, 1990.
- Under the rules, the parent(s), guardian(s) or person(s) upon whom a student is dependent must establish residency before the dependent student can be classified a resident. Put another way, the residency status of a dependent student is determined by the residency classification of the person or persons upon whom he/she is dependent.
- For the specific, basic criteria for establishing residency, please refer to Sections 1 and 2 under *Administrative Rules Governing Residence Classification, Determination of Residence*, 580-10-030 (page 14).
- The foremost requirement for establishing residency is establishment of "a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than twelve consecutive months immediately prior to the term for which residence status is requested." In addition, other criteria as listed in **a through h of Section 2** in the rules are also important in establishing residency.

If you or parents or students have any questions about residency policy and procedure, please direct them to the campus contacts listed on the residence requirements rules sheet (page 16), or call Gary Christensen in the Office of Academic Affairs at 346-5729.



NOTICE TO NONRESIDENTS OF THE STATE OF OREGON

Residence Requirements

In Oregon, as in all other states, instruction fees at publicly supported four-year colleges and universities are higher for nonresident students than for resident students. Through the payment of taxes, Oregon residents contribute to the general fund of the state from which the legislature appropriates funds to support State System colleges and universities. Currently, nonresident students are assessed instruction fees that approximate the full cost of instruction.

The rules used in classifying residence status (see Oregon Administrative Rules, Chapter 580, Division 10 - Board of Higher Education which follow) assure that only bona fide residents are assessed the resident fee. The rules allow only domiciled persons to be classified as residents for tuition fee purposes. Domicile is a matter of intent to establish a home at a particular place and abandon another one. Further, the rule requires a twelve month durational residency in Oregon. In qualifying for the twelve-month rule, the months must be consecutive and continuing during which only short absence of vacations (21 total days in twelve consecutive months) are allowed. *The rules provide a means for persons to present evidence of action they have taken to become permanent residents of Oregon (for reasons other than enrolling in college) and thus be eligible to be assessed the resident fee through meeting the twelve-month requirement as stated in OAR 580-10-030 (2).*

The classification rule (580-10-030) in Section (2) states that the determination of residence shall be based on consideration of all relevant objective factors. All State System residence classification officers must interpret the following as well as other possibly pertinent factors:

1. *Abandonment of prior out-of-state residence:* this includes abandonment of the non-Oregon residence of the student or of his/her parent or guardian.
2. *History, duration and nature of noneducational activities in Oregon:* involvement in Oregon life outside of being a student such as working, homemaking, civic involvement, etc., supports an inference that the student is in Oregon not solely for the purpose of obtaining an education. *Note:* Residence is not established by mere attendance at an institution of higher education and physical presence in the state while attending such an institution.
3. *Source of financial support, including location of source of support and amounts of support:* evidence of Oregon based income, bank accounts, investments, etc. are expected. (Receipt, from a non-Oregon resident of support greater than the difference between resident and non-resident tuition at the institution where residence is sought, whether or not the student is actually claimed as a dependent for tax purposes, is a strong inference of non-residency.) A parental affidavit is required to document the amount of support from parents or guardians.
4. *Location of family:* presence of family (married students) and/or other relatives in Oregon can support an intent to become permanent residents.

5. *Ownership of real property:* owning one's own home or investment property in Oregon can support an intent to become a permanent resident.
6. *Location of household goods in Oregon:* it is expected that all personal property will have been moved to Oregon.
7. *Filing of Oregon income tax return as an Oregon resident:* persons with income in Oregon are expected to file an Oregon income tax return. *Note:* Nonresident students (or parents of dependent students) who pay Oregon income or property taxes, but reside outside the state of Oregon, are not residents for fee-payment purposes.
8. *State of vehicle and voter registration:* An Oregon resident usually has a vehicle licensed in Oregon, has an Oregon driver's license (if a driver), and if registered to vote, is registered in Oregon.

Completing the *Residence Information Affidavit* (available from the office of admissions) will supply most of the information needed to determine residency (except as required in #3). However, any documents which tend to support any factor should be attached to the affidavit. In some instances, specific supporting documentation may be requested after the affidavit has been filed.

APPEAL If a claim to residency is denied by the residence classification officer, appeal may be made to the Interinstitutional Residency Committee (IRC) through that officer. Submitting additional information in writing as well as a personal appearance to present one's case to the committee is permitted. Claims denied by the IRC may be appealed, within ten (10) days of the date of the mailing or other service of the IRC decision, to the Vice Chancellor for Academic Affairs or designee. The only recourse to a claim denied by the Vice Chancellor for Academic Affairs is the courts.

Administrative Rules Governing Residence Classification

Determination of Residence

580-10-030 (1) For purposes of admission and instruction fee assessment, Department institutions shall classify all students (except students attending a summer session) as Oregon resident or nonresident.

(2) For this purpose an Oregon resident is a person with a bona fide fixed and permanent physical presence established and maintained in Oregon of not less than twelve consecutive months immediately prior to the term for which residence status is requested. Determination of residence includes finding it to be the place where the person intends to remain and to which the person expects to return when leaving Oregon without intending to establish a new domicile elsewhere and shall be based on consideration of all relevant objective factors, including but not limited to:

- (a) Abandonment of prior out-of-state residence;
- (b) History, duration and nature of noneducational activities in Oregon;
- (c) Sources of financial support, including location of source of support and amounts of support. (Receipt, from a non-Oregon resident of support greater than the difference between resident and non-resident tuition at the institution where residence is sought, whether or not the student is actually claimed as a dependent for tax purposes, is a strong inference of non-residency.)
- (d) Location of family;
- (e) Ownership of real property in Oregon;
- (f) Location of household goods in Oregon;
- (g) Filing of Oregon income tax return as an Oregon resident;

and

- (h) State of vehicle and voter registration.

Residence is not established by mere attendance at an institution of higher education and physical presence in the state while attending such an institution.

(3) The criteria established in section (2) of this rule shall also be used to determine whether a person who has moved from the state has established a non-Oregon residence.

(4) If institution records show that the residence as defined in OAR 580-10-030(2) of a person or the person's legal custodian is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

Residence Classification of Armed Forces Personnel

580-10-035 (1) For purposes of this rule, armed services means officers and enlisted personnel of the United States Army, Navy, Air Force, Marine Corps and Coast Guard.

(2) Notwithstanding OAR 580-10-030, members of the armed services and their spouses and dependent children who reside in this state while assigned to duty at any base, station, shore establishment or other facility in this state or while serving as members of the crew of a ship which has an Oregon port of shore establishment as its home port or permanent station shall be considered residents for purposes of the instruction fee.

(3) An Oregon resident entering the armed services retains Oregon residence classification until it is voluntarily relinquished.

(4) An Oregon resident who has been in the armed services and assigned on duty outside of Oregon must return to Oregon within sixty days after completing service to retain classification as an Oregon resident.

(5) A person who continues to reside in Oregon after separation from the armed services may count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

(6) The dependent child and spouse of a person who is a resident under section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:

(a) Is under 18 years of age and not married, otherwise emancipated, or self-supporting; or

(b) Is under 23 years of age, unmarried, enrolled in a full-time course of study in an institution of higher learning, and dependent on the member for over one-half of their support.

Residence Classification of Aliens

580-10-040 (1) An alien holding an immigrant visa or an A, E, G, I, or K visa, or otherwise admitted for permanent residence in the United States, is eligible to be considered an Oregon resident if OAR 580-10-030(2) is otherwise satisfied. The date of receipt of the immigrant visa or the date of approval of an alien's application for lawful permanent residence, whichever is earlier, shall be used for determining residence under rule OAR 580-10-030.

(2) Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary, i.e., B, C, D, F, H, J, L, or M visa cannot be classified as a resident.

Changes in Residence Classification

580-10-041 (1) If an Oregon resident student transfers to an institution outside of Oregon and later seeks to re-enroll in a Department institution, the residence classification of that student shall be re-examined and determined on the same basis as for any other person.

(2) A person whose nonresident legal custodian establishes a permanent Oregon residence as defined in OAR 580-10-030(2) during a term when the dependent is enrolled at a Department institution, the enrolled person may register as a resident at the beginning of the next term.

(3) Once established, classification as a resident continues so long as the student remains in continuous academic-year enrollment in the classifying institution.

(4) A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit must be submitted by the last day to register for the term in which resident status is sought.

Review of Residence Classification

Decisions by IRC

580-10-045 (1) An interinstitutional residency committee (IRC) is established consisting of the officers determining student residence classification at Department institutions and a member of the Chancellor's staff appointed by the Chancellor. The member of the Chancellor's staff shall serve as chairperson. A majority of the members of the committee shall constitute a quorum. A majority of a quorum may make decisions.

(2) Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.

(3) Any person who is aggrieved by the institution residence classification may, within ten (10) days of the date of mailing or other service of the classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for its consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

(4) A person dissatisfied with the IRC decision may, within ten (10) days of the date of the mailing or other service of the IRC decision, appeal the IRC decision to the Vice Chancellor for Academic Affairs or designee. An appeal to the Vice Chancellor shall be in writing only. The Vice Chancellor's decision shall be final.

(5) A person granted a meritorious hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Residents Under WICHE

580-10-047 A certification officer designated by the Board shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the Vice Chancellor for Academic Affairs pursuant to OAR 580-10-045(4).

Payment of Nonresident Instruction Fee

580-10-080 (1) All students who are classified as nonresidents shall pay a nonresident fee.

(2) Refunds of the nonresident fee may be granted if the student shows that the classification previously assigned was in error, but no such refund shall be made unless the student applies and submits all supporting information for residency status prior to the last day to register for the term in which the student seeks change of status.

Waiver of Nonresident Instruction Fee

580-10-081 (1) Notwithstanding the provisions of rule 580-10-080, the following nonresident students shall be permitted to pay instruction fees at the same rates as Oregon resident students:

(a) Students who are residents of the State of Washington attending an Oregon institution under the terms of a reciprocity agreement.

(b) All undergraduates attending Eastern Oregon State College.

(c) Graduate students who are residents of a participating WICHE state enrolled in a WICHE Regional Graduate Program or a WICHE Northwest Doctoral Student Exchange Program at a Department institution; and

(d) Students attending Oregon graduate or professional schools under terms of the WICHE Compact.

(2) When provisions of this rule are limited to residents of specific states or countries, determination of residence in those states or countries shall be made in the same manner as for students claiming Oregon residence.

Student Exchanges

580-10-085 (1) (a) Under the WICHE Student Exchange Program, certification of students as Oregon residents for purposes of attending institutions not under Board control or in other states shall be guided by rules set forth in Division 10. In order to be considered for WICHE certification, the student's completed application must be received by the certifying officer on or before October 15 of the year preceding admission. An application received after that date in an envelope postmarked not later than October 15 will be deemed to have been received on the 15th. Residency shall be determined as of the date of the application for WICHE certification, not as of the date of expected admission or registration to an institution.

(b) Persons applying for WICHE certification must be certified as Oregon residents and placed in ranked preference order within each program. Ranked preference order is determined by a score based on the grade point average of all college work plus .25 times the number of years of residence in Oregon up to a maximum of ten years.

(2) (a) The department and separate institutions may enter into agreements with individual institutions in other states or other countries whereby resident students specified by name in the Oregon institutions may transfer to the other institution, and an equal number of students specified by name from the other institutions may transfer to the Oregon institution with a reciprocal waiving of additional fees ordinarily assessed to nonresident students in both institutions.

(b) The recommendation for a student exchange program, together with a copy of the proposed agreement between the institutions, shall be approved by the Chancellor or designee before the exchange program is undertaken. Further, the program recommendation and the proposed agreement between institutions shall set forth the reasons why the exchange would be of particular benefit to the students in their chosen study programs and specify: fees to be paid by incoming and outgoing students; student responsibility for costs of transportation, housing, books, board and room, and other incidentals; responsibility of institutions to assist students in obtaining housing, counseling, and interpreters; procedures to be followed in state entitlement funding and counting credit hours; action to be taken if students do not regularly participate in the academic program being pursued, and procedures for providing transcripts.

(c) If an approved agreement provides for exchange of equal numbers of students, then unforeseen circumstances which later might cause a student to withdraw from the program shall not void the arrangements agreed upon by the two institutions.

(3) Attendance at a Department institution as an exchange student from another state or country cannot be used in establishing residence.

(4) Notwithstanding any other rule, and effective fall term of the 1989-90 academic year, a Department institution may provide that a vacant WICHE opening may be occupied by a nonresident, non-WICHE student who agrees not to seek residency status for the duration of the student's degree program and who agrees to pay a fee equal to the non-resident tuition fee for the duration of that program.

Further Information

Policies and procedures in administering the rules governing residence classification appear in the *Oregon State System of Higher Education Residence Classification Manual*. A copy of the manual is on file in the college library and in the office of the certifying officer at each State System institution. Please address further inquiry to the residency officer (names appear below) at the institution where you are seeking residency classification.

Dea Wells

Eastern Oregon State College
La Grande, OR 97850
Phone: (503) 962-3519
Oregon toll-free: 1-800-452-8639

Veda Kindle

Portland State University
Portland, OR 97207
Phone: (503) 725-3511
Oregon toll-free: 1-800-547-8887

Dick Speight

Oregon Health Sciences University
Portland, OR 97201
Phone: (503) 494-7800

Al Blaszak

Southern Oregon State College
Ashland, OR 97520
Phone: (503) 552-6411
Oregon toll-free 1-800-482-7672

Russ Lyon

Oregon Institute of Technology
Klamath Falls, OR 97601
Phone: (503) 885-1150
Oregon toll-free: 1-800-422-2017
Outside Oregon: 1-800-343-6653

Larry Waddell

University of Oregon
Eugene, OR 97403
Phone: (503) 346-3201
Oregon toll-free: 1-800-232-3825

Cathy L. Robandt

Oregon State University
Corvallis, OR 97331
Phone: (503) 737-4411

John Brinegar

Western Oregon State College
Monmouth, OR 97361
Phone: (503) 838-8180

Oregon State System Admission Requirements

General Requirements

The general entrance requirement to enter State System institutions is graduation from a standard or accredited high school with a satisfactory grade point average and the satisfactory completion of 14 units of specified subject requirements. (See specific requirements and alternatives below.)

Public high school students must graduate from a standard and/or accredited high school. Private high school students must graduate from an accredited high school.

However, though these are and will be the basic requirements, there may also be different or additional admission requirements for special programs, selective departments, or certain professional schools. Be sure students check the program they intend to enter for any special admission requirements.

Notes and Changes in Admission Policies, Procedures, and Fees for the 1992-93 Academic Year

Subject Requirements

- It is essential that students report courses completed and courses in progress which correspond to the approved college preparatory course list submitted by their high school.
- High schools need to complete and update annually a college preparatory course list report for use by State System admission offices to evaluate admission application and high school transcripts regarding completion of the subject requirements for admission. Course lists will be updated each spring.
- The State System no longer requires schools to provide certification of a student's completion of the subject requirements on the final transcript. We will, however, ask counselors to assist students in completing the revised section on the application form which asks for a student report of all college preparatory course work.

This section consists of a matrix for the student to report courses by grade level in English, mathematics, science, social studies, and foreign language/other college preparatory. Students will also be expected to report courses in progress and courses planned for the senior year. The purpose of this information on the application is for use in making preliminary admission decisions about the student's fulfillment of the subject requirements and for policy research purposes.

- Beginning in the fall of 1985, 14 units of subject requirements had to be met in addition to the minimum high school grade point average (or test score) for admission to freshman standing. Students who graduated prior to 1985 need only meet the admission requirements in effect for 1984-85. Exceptions to meeting the specific requirements for admission were provided for the Classes of 1985 and 1986, and exceptions continue only for the members of those classes.

Significant Changes in Minimum Admission Requirements for Freshmen

PSU - Decreased GPA for admission from 2.75 to 2.50.

ALL - All campuses will continue postmark deadlines or priority filing dates for submitting applications. (See the College Guidance Calendar, page 5.)

Applications filed after the deadlines will be considered on a space available basis.

Changes in Minimum Admission Requirements for Transfer Students

Please see the summary page of admission requirements on page 22.

Note: Students who have acquired 12 to 23 hours (EOSC, SOSC, WOSC, OIT), 12 to 29 hours (PSU), or 12 to 35 hours (OSU, UO) of college credit must meet both the first-time freshman and the transfer admission requirements.

The 1992-93 Undergraduate Admission Application Form

- Forms will be mailed to high school guidance offices around the first of October, 1991. Students may apply for admission after October 15, 1991. All applicants need to be aware of the application postmark deadlines and priority dates.
- The application form is eight pages in length -- four pages of admission information, and four pages for the application itself.
- The form includes a modified "high school section" which asks for the student's rank in class, GPA, test scores, and a school official's signature. Student rank will be used by some institutions for admission decisions.
- All State System institutions require that the cumulative GPA through at least the sixth semester be verified on the application form by the high school prior to the applicant's graduation. If grades are weighted, this must be noted on the transcript. It is the State System policy to recompute GPA's to eliminate the effect of weighted grading.
- We require that a current transcript be provided at the time of application and a final transcript after graduation. Transcripts must be official -- signed by a school official and sealed. We also recommend they be accompanied with a one- or two-page profile sheet about the high school, i.e. -- grading practices, description of the school and the community, post-graduate plans by the previous senior class, honor and advanced placement courses, etc.
- Counselors should urge students to obtain and then accurately report their social security number on the application. Students will also need it for financial aid applications. The social security number is the key identifier for the student, and if it is incorrect or nonexistent, problems will occur with processing the application.
- Please call us with your questions about the application format. If you have further suggestions and input for improving it, please let us know.

Admission Deadlines

- A major part of enrollment management by the State System schools is the implementation of admission application postmark deadlines or priority dates. With an admission postmark deadline, the college or university reserves the right to not consider the application if it is filed after the deadline. A priority filing date means that the institution will still receive the application after the noted date, but if enrollment numbers must be managed, then applicants who file before the date will be given preference in the final admission decisions.
- See page 5 for admission application deadline and priority dates.
- Some selected or limited programs, such as architecture, require an earlier submission of an application. If a student plans to enter a selective or limited enrollment program, he or she should be aware of any special and early application procedures as listed in the institutional catalogs.
- All colleges and universities, with the exception of EOSC and OIT, require an application for admission before the student can be considered for financial aid.

Testing

- All State System schools require that students submit an SAT or ACT score as part of the admission process. Students are encouraged to take the ACT or SAT early in the year so they can submit their scores when applying for admission.
- Report the highest SAT or ACT composite score *from a single test date*.
- For students who may not meet the Grade Point Average Requirement, some colleges and universities may use a Predicted Grade Point Average formula which uses GPA and test scores in the computation. See page 23 for the PGPA formula chart used at OSU and the UO for determining admission consideration of a student. Other specific formulas and tables should be available at the time applications are distributed around the first of October.
- The **Enhanced** ACT went into effect Fall 1989. This means that if students take the **Enhanced** ACT October, 1989 or later, they will be getting a set of scores which should be interpreted differently from the results of an ACT taken during the previous testing cycle. ACT has published concordance tables to convert old ACT to new **Enhanced** ACT scores. For more information, contact Mike Paparella or Mary Bamore at the Western Regional ACT office in Sacramento, phone (916) 361-0656.

Tuition and Fees

- The admission application fee, which must be included with the student's application, is the same for all the colleges and universities. *The fee is \$40.00.*
- Fee **deferrals** (not waivers) may be granted to students who meet the criteria as stated on the deferral forms:
 - Student is now eligible for or participates in a free or reduced lunch program.
 - Student now participates in or is eligible for a TRIO-type college preparatory program such as Upward Bound, Talent Search, EOP, HEP, etc.
 - Student is a current recipient of state of Oregon or US Public Assistance.

Deferral forms will be sent to school counselors shortly after October 1, and the guidelines require a school official's signature.

- Tuition and fees for the 1991-92 academic year will be approximately \$2,500 per year with minor differences among the campuses.
- The Board approved the option for institutions to require an advanced tuition deposit up to \$200.00 for admitted students. Oregon State University and the University of Oregon will require an advanced tuition deposit of \$200.00 in the Spring of 1992 for 1992-93 admitted students.

Questions

Questions about admission procedures will undoubtedly continue to arise. Please give us a call with any questions you may have at 346-5718 in Eugene, or call any State System admission office.

Admission Requirements for 1992-93 Admissions

Oregon Resident Students

Freshman Admission

To be considered for admission to freshman standing,¹ resident students need to fulfill each of the requirements (or alternatives) as specified below:

High School Graduation

Public high school graduates must have been graduated from a standard or accredited high school.
Private high school graduates must have been graduated from an accredited high school.

Nongraduates to be admitted must have:

- a minimum score of 40 on each of the five subtests of the Test of General Educational Development (GED);
- an average score for the five tests of 58 (UO, OSU, SOSC), 55 (WOSC), 51 (EOSC), 50 (OIT), 46 (PSU).

Graduates of nonstandard or unaccredited high schools must have:

- a minimum score of 970 SAT or 23 **Enhanced** ACT (UO, OSU) or 890 SAT or 21 **Enhanced** ACT (PSU, EOSC, OIT, SOSC, WOSC); and
- an average 410 or above (1,230 total) on three College Board Achievement Tests (English, Math Level I or II, and a third of the student's choice); or meet the summer qualifying alternative available at some campuses.

¹Students with any college credit, see *Transfer Admission* requirements on page 22.

Admission Tests

Students must submit scores of the Scholastic Aptitude Test (SAT) or American College Test (ACT).

Achievement tests are required for applicants who are graduates of nonstandard or unaccredited high schools.

Test scores are used:

- As an alternative means of meeting the GPA requirement;
- As the admission policy for graduates of nonstandard or unaccredited high schools;
- In selectively admitting qualified applicants;
- For advising and guidance purposes; and
- As noted directly below:
 - ▶ To enroll at UO, students must score a minimum of 30 on the SAT-Test of Standard Written English, or 15 on the **Enhanced** (October, 1989 or later) ACT English subtest.
 - ▶ To enroll at SOSC, students must score a minimum of 30 on the SAT-Test of Standard Written English, or 15 on the **Enhanced** (October, 1989 or later) ACT-English.

Subject Requirements

Applicants must satisfactorily complete fourteen (one year equal to one unit) of college preparatory work in the following subject areas:

ENGLISH (4 UNITS) Shall include the study of the English language, literature, speaking and listening, and writing, with emphasis on and frequent practice in writing expository prose during all four years.

MATHEMATICS (3 UNITS) Shall include **first year algebra** and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. (**One unit is highly recommended in the senior year.** Algebra and geometry taken prior to the ninth grade will be accepted.)

SCIENCE (2 UNITS) Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics, or earth and physical science, one recommended as a laboratory science.

SOCIAL STUDIES (3 UNITS) Shall include one year of U.S. history, one year of global studies (world history, geography, etc.), and one year of a social studies elective (government strongly recommended).

OTHER COLLEGE PREPARATORY (2 UNITS) May be foreign language (highly recommended), computer science, fine and performing arts, or other college preparatory electives including advanced-level vocational-technical courses. (Units need not be in same subject.) Additional courses beyond the minimum above in English, mathematics, science, and social studies are encouraged for use in this category.

Alternatives to the Subject Requirements (any *one* of the following):

- Score an average of 410 or above (1,230 total) on three College Board Achievement Tests (English, Math Level I or II, and a third of the student's choice).
- Take make-up course work (high school or college-level) for specific subject requirements missed in high school and achieve a passing grade. (One three-hour college-level, term course is equal to one unit of high school work.) For mathematics, satisfactory completion of college level Algebra (Math 95 or its equivalent) fulfills in total the subject requirement in mathematics.
- For EOSC and OIT, earn a minimum of 2.00 GPA in 9 term hours of prescribed summer session work at any college campus. OSU, PSU, UO, SOSC, and WOSC no longer offer the summer alternative.

Grade Point Average Requirement

To be considered for admission, students must have a grade point average in all graded subjects taken towards graduation in four years of high school of 3.00 (OSU, UO), 2.75 (WOSC), 2.50 (OIT, PSU, SOSC, EOSC, except 2.00 for students from Gilliam, Grant, Harney, Union, Wallowa, Wheeler, and noncommunity college portions of Baker and Malheur counties on a space available basis).

Alternatives to the GPA Requirement (either of the following):

- SAT or ACT scores and high school grades to predict a 2.00 college GPA (UO, OSU); 890 SAT or 21 **Enhanced** ACT (PSU, OIT); 890 SAT or 21 **Enhanced** ACT or 2.00 predicted college GPA (EOSC, SOSC, WOSC).
- Earn a minimum of 2.00 GPA in 9 hours (EOSC and OIT) of prescribed summer session college-level work. For admission to 1992-93, OSU, PSU, SOSC, UO, and WOSC do not offer the summer session as an alternative for satisfying the GPA requirement.

Transfer Admission

To be considered for admission as a *transfer student*, resident applicants must meet the following criteria:

**Eastern Oregon State College, Oregon Institute of Technology
Southern Oregon State College, Western Oregon State College**

- Requirements between 12 and 23 college credits: **meet the freshman admission requirements** and have a 2.00 GPA in all college work attempted.
- Requirements for 24 or more college credits: 2.00 minimum GPA in all college work.

GPA - Test Score Alternatives
Oregon State University and the University of Oregon
Academic Year 1992-93, Effective Fall 1992

Applicants whose high school grade point averages are below a 3.00 are eligible for admission consideration if their test score, in combination with GPA, meets the numbers listed in the table below:

If High School GPA is:	Total SAT V+M Scores must be at least:	Total ACT Composite must be at least:	If High School GPA is:	Total SAT V+M Scores must be at least:	Total ACT Composite must be at least:
2.99	700	17	2.49	1020	24
2.98	710	17	2.48	1020	24
2.97	710	17	2.47	1030	24
2.96	720	17	2.46	1040	24
2.95	720	17	2.45	1040	24
2.94	730	17	2.44	1050	25
2.93	740	18	2.43	1060	25
2.92	740	18	2.42	1060	25
2.91	750	18	2.41	1070	25
2.90	760	18	2.40	1070	25
2.89	760	18	2.39	1080	25
2.88	770	18	2.38	1090	26
2.87	780	18	2.37	1090	26
2.86	780	18	2.36	1100	26
2.85	790	19	2.35	1110	26
2.84	800	19	2.34	1110	26
2.83	800	19	2.33	1120	26
2.82	810	19	2.32	1130	27
2.81	810	19	2.31	1130	27
2.80	820	19	2.30	1140	27
2.79	830	19	2.29	1150	27
2.78	830	19	2.28	1150	27
2.77	840	20	2.27	1160	27
2.76	850	20	2.26	1160	27
2.75	850	20	2.25	1170	28
2.74	860	20	2.24	1180	28
2.73	870	20	2.23	1180	28
2.72	870	20	2.22	1190	28
2.71	880	21	2.21	1200	28
2.70	880	21	2.20	1200	28
2.69	890	21	2.19	1210	29
2.68	900	21	2.18	1220	29
2.67	900	21	2.17	1220	29
2.66	910	21	2.16	1230	29
2.65	910	21	2.15	1240	29
2.64	920	22	2.14	1240	29
2.63	930	22	2.13	1250	29
2.62	930	22	2.12	1250	29
2.61	940	22	2.11	1260	30
2.60	950	22	2.10	1270	30
2.59	950	22	2.09	1270	30
2.58	960	22	2.08	1280	30
2.57	970	23	2.07	1290	30
2.56	970	23	2.06	1290	30
2.55	980	23	2.05	1300	31
2.54	990	23	2.04	1310	31
2.53	990	23	2.03	1310	31
2.52	1000	23	2.02	1320	31
2.51	1000	23	2.01	1330	31
2.50	1010	24	2.00	1330	32

Portland State University

- Requirements between 12 and 29 college credits: meet the freshman admission requirements and have a 2.00 GPA in all college work attempted.
- Requirements for 30 or more college credits: 2.00 minimum GPA in all college work.

Oregon State University, University of Oregon

- Requirements between 12 and 35 college credits: *meet the freshman admission requirements* and have a 2.25 GPA in all college work attempted.
- Requirements for 36 or more college credits: 2.25 minimum GPA in all college work.
- Admission consideration will be given to applicants with a 2.00+ GPA and an A.A. Degree from an Oregon community college.
- All transfer applicants to OSU and UO must have completed at least one college-level writing course such as Writing 121 and one college-level mathematics course at College Algebra level or above or the equivalent of Math 105.

Special Admission

Institutions are authorized to admit some applicants as exceptions to the stated admission requirements. The quota for applicants with academic skill deficiencies is limited to a total of no more than 5 percent of the institution's first-time freshman class for the previous academic year. Applicants are considered on a case-by-case basis.

Admission Requirements Approved for 1992-93 Academic Year (Changes from 1991-92 Requirements Parenthetically Noted)

	UO	OSU	PSU	EOSC	OIT	SOSC	WOSC
Freshman Admission							
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	3.00	3.00	2.50 (2.75)	2.50	2.50	2.50	2.75
Subject Requirements: 14 units (4-English, 3-Math, 2-Science, 3-Social Studies, 2-Elective)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT/ACT Scores	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Test of Standard Written English Score of 30 or Above	Yes	No	No	No	No	Yes	No

Admission Requirements Approved for 1992-93 Academic Year
(Changes from 1991-92 Requirements Parenthetically Noted)

	UO	OSU	PSU	EOSC	OIT	SOSC	WOSC
Transfer Admission							
GPA Residents	2.25	2.25	2.00 (2.25)	2.00	2.00	2.00	2.00
GPA Nonresidents	2.50	2.50	2.25 (2.50)	2.00	2.00	2.00	2.00
Admission Consideration for Applicants with 2.00+ GPA and AA Degree from Oregon Community Colleges	Yes	Yes	Yes	N/A	N/A	N/A	N/A
Minimum College Hours Required	36	36	30 (36)	24	24	24	24
All Applicants Must Meet Specified Course Requirements	Yes *	Yes *	No	No	No	No	No

* Courses Required: One writing course beginning with WR 121, and one mathematics course at College Algebra level or above or the equivalent of Math 105.

Application Fee

Non-Refundable Application Fee

All colleges and universities \$40.00

The student must pay the fee for each college or university to which he or she submits an application. The fee is not refundable. The fee must be included with each application or it will not be processed. If the student and family are having financial difficulties, the student may qualify for a fee deferral.

On the next page is a draft of the fee deferral form you may recommend for students who meet the qualifying criteria as stated on the form. School Relations will be sending final fee deferral forms to you shortly after October 1, 1991.



OREGON STATE COLLEGES AND UNIVERSITIES
Request for Deferral of Application Fee for Admission
to 1992-93 Academic Year

Instructions for Student:

1. Complete the form.
2. Check to see that all needed signatures are on the form.
3. Send the form **with your completed admission application** to the Oregon state college or university of your choice. If you are applying to more than one college, attach a copy of this form to each application.

TO: Admissions Office

- ☐ Eastern Oregon State College, La Grande, OR 97850
- ☐ Oregon Institute of Technology, Klamath Falls, OR 97601
- ☐ Oregon State University, Corvallis, OR 97331
- ☐ Portland State University, Portland, OR 97207
- ☐ Southern Oregon State College, Ashland, OR 97520
- ☐ University of Oregon, Eugene, OR 97403
- ☐ Western Oregon State College, Monmouth, OR 97361
- ☐ Oregon Health Sciences University, Portland, OR 97201

FROM:

Name of Student [please print or type]	Address	City	State	Zip
Home Telephone Number	Social Security Number *	Date		

I request that you **defer** my college admission application fee. I understand that deferment means I do not need to pay the fee now, but I will be required to pay the fee when I enroll. If I am receiving financial aid, it will be deducted from my financial aid funds.

To the Counselor or Designated School Official: I recommend an admission application fee deferral for the student above. I base my recommendation on the following criteria (check all that apply):

1. ☐ Student is now eligible for or participates in a free or reduced lunch program.
2. ☐ Student now participates in or is eligible for a TRIO-type college preparatory program such as Upward Bound, Talent Search, EOP, HEP, etc.
3. ☐ Student is a current recipient of State of Oregon or U.S. Public Assistance.

Name of counselor or agency official

Name of school now attending or name of agency

Address of above school or agency

Signature of designated school/agency official

Admissions Office Use Only

Defer ☐ (stamp or initial)

Deny ☐

Business Office Notified ☐ date

Job title

* Student disclosure of Social Security number will be used to facilitate verification of student identity in State System student recordkeeping systems. Eligibility for deferral is determined solely on the basis of the criteria listed above.

Admission of Community College Transfer Students

All of the State System's seven colleges and universities accept for credit all college transfer work completed in Oregon or other accredited community colleges by the transferring student up to 108 quarter hours of work completed toward bachelor degree requirements. Upon special arrangement with the accepting institution, some community college work may be accepted after the student has earned 108 hours of credit toward a bachelor degree. However, students should be cautioned that all arrangements for the acceptance of the credit as specified by the accepting institution should be completed and approved, *in writing*, before enrolling.

For students planning on transferring to a State System institution after one or two years in a community college or a four-year college, it is extremely important that they carefully plan their course work to coordinate with the program at the institution into which they are transferring. To accomplish this, they should work closely with a counselor at the community college or college and the appropriate office or department at the institution into which they will transfer.

AA Oregon Transfer Degree

Any student transferring from an Oregon community college with an Associate of Arts degree to an undergraduate program at an institution of the Oregon State System of Higher Education will be expected to have earned credit or demonstrated proficiency in the requirements listed below. State System colleges and universities will accept such AA degrees as meeting institutional lower-division general education requirements, but not necessarily school, department, or major requirements with regard to courses or GPA.

Each student will need to complete a *minimum* of 70 quarter credit hours of general education requirements for the AA Oregon Transfer degree. This total may be reduced to as few as 63 quarter credit hours by application of mathematics and/or oral communication/rhetoric hours to the distribution requirements.

1. General Requirements

- a. WRITING¹ Nine quarter credit hours with a grade of "C" or better in each quarter.
- b. MATHEMATICS² One term (4 quarter credit hours) of college-level mathematics with a grade of "C" or better. [Course may apply to Science/Mathematics part (b) below.]
- c. ORAL COMMUNICATION/RHETORIC Three quarter credit hours of a fundamentals of speech communication course with a grade of "C" or better. [A course may apply to Arts and Letters under part (b) below.]

2. Distribution Requirements

Six, quarter courses must be taken in each of two of the following areas and five, quarter courses in a third area, with part (a) required in each of the three areas.

- a. ARTS AND LETTERS (a) A three quarter sequence *or* three related quarter courses in humanities *AND* (b) a three quarter sequence *or* two or three quarter courses in a different discipline or disciplines of the arts or humanities. [Oral communication/rhetoric from above and the second year of a foreign language may be counted in (b).] (15-18 quarter credit hours)

¹ Wr. 121, 122, and 123 or 227 or higher.

² Any college level mathematics course that has Intermediate Algebra or a higher course as a prerequisite.

- b. SOCIAL SCIENCE (a) A three quarter sequence *or* three related quarter courses in one discipline **AND** (b) a three quarter sequence *or* two or three quarter courses in a different discipline or disciplines. (15-18 quarter credit hours)
- c. SCIENCE/MATHEMATICS (a) A three quarter, 12 credit hour sequence in a life or physical science with a laboratory **AND** (b) a three quarter sequence *or* two or three quarter courses in a different discipline or disciplines. [The courses in mathematics and computer science must be at the "college level." The mathematics course from general requirements may be counted.] (18-24 quarter credit hours)

Testing Requirements, Dates, and Information Sources

Students entering as beginning freshmen and transfer students who have fewer than 24 hours (30 hours at PSU and 36 hours at OSU and UO) of collegiate credit are required to submit scores from either the ACT (American College Testing Program) or the SAT (Scholastic Aptitude Test of the College Board) primarily for *placement and advising purposes*. Achievement tests are recommended, but are not required.

Students should complete the student profile section of the SAT or ACT to provide additional guidance information and to avail themselves of information services from colleges throughout the nation.

Below are the 1991-92 test dates. Counselors should have all necessary test registration materials sent to them by the respective testing organizations; for those who did not receive any testing materials, see the next page for addresses of the test organizations. Students who wish to be eligible for the State Cash Awards should take the SAT or ACT before January 1.



SAT (both aptitude and achievement) and ACT Tests Dates

FEES: SAT - \$ 17.00 ACT - \$ 14.00

<u>Test</u>	<u>Date Given</u>	<u>Registration Closing Date</u>
ACT	Oct. 26, 1991	Sept. 27, 1991
SAT/ACH	Nov. 2, 1991	Sept. 27, 1991
SAT/ACH	Dec. 7, 1991	Nov. 1, 1991
ACT	Dec. 14, 1991	Nov. 15, 1991
SAT/ACH	Jan. 25, 1992	Dec. 20, 1991
ACT	Feb. 8, 1992	Jan. 10, 1992
SAT only	April 4, 1992	Feb. 28, 1992
ACT	April 11, 1992	Mar. 13, 1992
SAT/ACH	May 2, 1992	Mar. 27, 1992
SAT/ACH	June 6, 1992	May 1, 1992
ACT	June 13, 1992	May 15, 1992

Advanced Placement Program (College Entrance Examination Board)

Fees: \$ 65 for each exam: Qualified students with financial need may be nominated for fee reduction by their schools' AP Coordinators before March 15, 1992.

Dates: May 6-8, May 11-15, and May 18-19, 1992

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

Fees: \$ 6.50

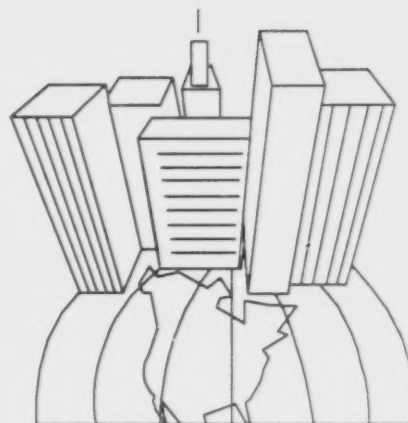
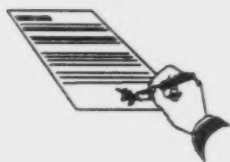
Dates: October 19, 1991 and October 22, 1991

College Level Examination Program (CLEP)

Fee: General or subject exam - \$ 38
Each additional examination taken on the same administration - \$ 38

Dates: Third week of each month or by appointment. English composition with Essay will be given nationally only in January, April, June, and October.

Where to Write or Call for Test Information and Materials



American College Testing Program (ACT)

REGIONAL: Ted Bartell, Director and Asst. Vice Pres.
Mike Paparella
Director of Assessment Services
9343 Tech Center Drive, Suite 110
Sacramento, CA 95826-2563
(916) 361-0656

NATIONAL: The American Testing Program
P.O. Box 168
Iowa City, IA 52243
(319) 337-1000

The College Board (SAT, ACH, AP, CLEP, PSAT/NMSQT, & Other Board Materials)

REGIONAL: Richard Pesqueira, Exec. Director
Western Regional Office
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 452-1400

NATIONAL: The College Board
45 Columbus Avenue
New York, NY 10023-6992
(212) 713-8000

SAT Fee Waivers

Liz Hudson
Western Regional Office
The College Board
2099 Gateway Place, Suite 480
San Jose, CA 95110
(408) 452-1400

Financial Aid Forms

College Scholarship Service (CSS)
College Board Publications
Box 886
New York, NY 10101-0886
(215) 750-8400

Educational Testing Service

Box 23060
Oakland, CA 94623-2306
(415) 654-1200

Box 6200
Princeton, NJ 08541
(609) 921-9000

Special Academic Support Service Programs

There are various modes of entry into the different segments of higher education. Students enter the American system of higher education through selective processes influenced by self, parental, financial, and social consideration. How and when these influences affect selection depends on a variety of stimuli -- some subtle, and some directed. Generally, students strive for higher education preparation leading to college attendance through the encouragement of parents, teachers, counselors, and peers. Personal motivation and fear of failure clearly play a part in the process.

The Oregon State Board of Higher Education, through its Administrative Rules and implementing policies, recognizes the importance of higher education attainment for all the citizens of the state who have the capacity and will to benefit from advanced education. A college education not only enhances individuals' intellectual and personal development, but it is increasingly necessary for social, economic, and professional mobility.

The Board and the institutions of the State System acknowledge that barriers to higher education exist for some potential student groups who are capable of succeeding at college.

These underrepresented student groups include students who have expressed an interest in going to college even though they may not have demonstrated the potential for academic success. This group often includes students of color with financial and academic needs who have demonstrated average academic achievement in high school. It also includes students who lack confidence in their ability to make it in a college or university, such as: physically handicapped students, learning disabled students, or students who have limited English speaking ability.

The State Board recognizes: (1) that there is a discernible pattern in academically able students who exclude the college option, and (2) that professional guidance and intervention for college is a positive, creative, and socially desirable response to this student population. What is most important to stress in the identification of these students ***is that they all have an untapped potential which, if they were encouraged to continue their education and allowed to try, would make them successful college students.*** The goal, then, is to make college a reality for those who have the potential to be a successful college student.

Students of Color

Characteristically, many students of color have not been encouraged to consider college as a postsecondary option without determining whether they may have a reason and a need for postsecondary education. The "decision" often results from a lack of critical thinking and consideration on the part of the student, his or her family, the student's high school advisors, counselors, and teachers. Quite often, the absence of visible models of peer-group attendance in college has been enough to negate such ideas. The lack of successful historical experience in secondary or higher education by family members is known to be crippling. Some very capable individuals who might consider college have no family history of high school graduates.

Since many minority students have not selected themselves for potential college enrollment, the identification of such students requires a different effort on the part of high school and college personnel than required for the traditional college-bound students. Teachers are in an excellent position to identify students who have not or are not considering further education, but who have the potential and ability to be successful in college.

Obviously, the identification of such students is no easy task. It requires that high school and college personnel take the responsibility for stimulating and encouraging ***all*** students who might have the ability, desire, and need for pursuing college or other postsecondary education.

The basic purpose of the special academic support service programs is to assist students as defined above in gaining admission to college and in making satisfactory progress toward a degree. The services that are a part of the special programs include special assistance in admission, financial aid, academic advising, personal counseling, study skills, and tutoring.

The special academic support service programs were conceived out of the state's desire to be systematic in our effort in meeting the educational developmental needs of underprepared, underserved, and underrepresented students.

Discussed in greater detail on the following pages are the special program and support services within the State System. Listed is the name and phone number of the person to contact for further information about the programs. The programs vary significantly as to whom they serve and what services are provided, but all are designed to identify, encourage and assist people who, without special attention, might never have a chance to realize and develop their full potential. As a counselor, you can help each student find the school and program that best meets his or her needs.

Eastern Oregon State College

Eastern Oregon State College in La Grande has the following special programs: The Bilingual/Bicultural Teacher Education Program and the Native American Program.

**Bilingual/
Bicultural
Teacher
Education
Program**

The Bilingual/Bicultural Teacher Education Program has the historical philosophy of providing participants with the best tools available as needed in the education of children with Spanish-speaking backgrounds. The college has the administrative commitment, a bilingual and multilingual staff, support from U.S. Department of Education, and offers a minor in bilingual education. Its two major goals are as follows:

1. To train bilingual teachers to help bilingual migrant children succeed in school.
2. To graduate 10-15 trained bilingual teachers per year and find employment for them in Oregon.

The Bilingual/Bicultural Teacher Education Minor is open to all students who are admitted to Eastern Oregon State College and have acquired a proficiency in Spanish. Counseling and tutorial services are available to the program participants.

Each student in the Bilingual/Bicultural Component works toward earning an elementary (K-9) education degree. To teach the necessary skills, the program concentrates on familiarizing participants with materials that can be used in bilingual/bicultural classrooms, teaching them how to construct and adapt materials, and how to present materials effectively to pupils in the primary grades in Spanish and/or English. Skill development is enhanced by placing the students in actual elementary classrooms for practical experience in working with both Spanish- and English-speaking children. Sophomores spend one term, and seniors, three terms in the classroom.

For more information about the program, contact Dr. Felipe Veloz, Director, Bilingual Program, Eastern Oregon State College, La Grande, OR 97850, phone (503) 962-2171, ext. 3312; or toll-free (in state): 1-800-452-8639, ext. 3312.

The Native American Program at Eastern Oregon State College proposes to achieve the following goals:

**Native
American
Program**

1. Prepare Indian students to live in a pluralistic culture and equip them with tools necessary for success at the college level;
2. Provide a forum for exploration, maintenance, and **preservation** of Indian history and culture;
3. Create and develop leadership skills so that informed and sensitive leadership within and between Indian communities will be enhanced;
4. Provide an educational and cultural forum for the non-Indian community on Indian culture and affairs.

Emphasis is placed on providing services for Indians of the northwestern United States (i.e., Oregon, northern California, Idaho, Washington, western Montana, and Alaska). Indian students who can benefit from the program are those who would not otherwise attend college, those with low high school grade point averages, high school dropouts, or others in similar circumstances. If they did, they would likely have a low success potential without special services. It is the hope of the program that after graduation, the students will return to their respective communities to work with and help their own people.

Services provided by the Native American Program include a media/drop-in center where cultural materials and resources for conducting remedial assistance for project students are housed. Both individual and group tutoring is available as well as personal and academic counseling. Planning cultural activities for the entire college is encouraged. Career development assistance and placement in part-time and summer jobs are provided by the staff.

For further information, contact Jackie Grant, Director, Native American Program, Eastern Oregon State College, La Grande, OR 97850, phone (503) 962-2171, ext. 3741, or toll-free (in state): 1-800-452-8639, ext. 3741.

**The
Learning
Center**

Supplemental Instruction and Group Tutorials - The Learning Center provides a wide variety of academic support programs designed to help students achieve their educational goals. In addition to being the home of the Writing and Math Labs where students can receive individual attention, the Learning Center sponsors an ever-increasing number of small group tutorials and Supplemental Instruction (SI) sessions. Students who participate in these sessions on a regular basis (at least once a week) find that they typically achieve higher

grades, often by as much as a grade or more, than students who don't attend. All group tutorials and SI sessions are free.

Writing Lab - The Writing Lab assistants and faculty provide Eastern Oregon State College students with a wide variety of services. These include individual feedback on writing assignments, help getting started, topic exploration and organization, grammar, sentence structure, and punctuation. The lab is open to all students who are interested in perfecting their writing.

Math Lab - Students enrolled in Math 040, 070, 095, and 111 are assisted in the Math Lab by tutors who are available 15 hours per week. Four or five tutors are available at different times to answer questions and help find solutions to problems.

Word Processing - Students who want to use a word-processor to complete their college writing assignments have the opportunity to do so in the Learning Center. The Learning Center's computer lab is equipped with 13 computers designated exclusively for student use.

Workshops - Periodically, the Learning Center offers workshops on subjects such as time-management, effective note-taking techniques, and test preparation, including preparation for the Writing Proficiency Exam (WPE).

**Student
Counseling
Center**

Counseling - Counseling services are available on campus to provide help in overcoming personal difficulties and concerns, social and marriage relationship issues, and other problems which interfere with college success. Counselors will also be of help in assisting students to clarify their academic and career goals. Personal development classes, seminars, and workshops conducted by the Center's counselors are also available throughout the academic year.

Special Services - Not everyone has an equal chance of being successful in college. The Student Support Services Project provides a wide range of services designed to help eligible students meet their educational goals. The services include academic tutoring, counseling, special topic workshops, and peer mentoring, as well as other individual assistance.

Eligibility requirements may differ slightly from year to year, but basically, the intent of the project is to serve low income, disabled, or first generation college students and help them achieve graduation or completion of other educational goals at Eastern.

Western Oregon State College

All services and programs at Western Oregon State College are sensitive and responsive to the needs of special students. In fact, Western's strength lies in its ability to address the unique needs of each student. Western offers a number of special programs to enhance the student's chances for success in both college and his or her career.

**Minority
Student
Services**

The goal of Minority Student Services is to promote multiculturalism on the Western campus. Western attracts students, faculty, and staff from various ethnic and cultural backgrounds. All of these people bring a unique perspective to campus life and make Western a vibrant learning institution. A multicultural perspective insures a well rounded educational experience by presenting different points of view which are critical to a liberal arts education.

In addition, Minority Student Services provides a number of programs designed to insure the academic success of underrepresented students at Western. These services include: assistance and follow through in the admission process, academic advisement, financial aid counseling, scholarship assistance, graduate school assistance, and career planning.

The Multicultural Student Union (MSU) is an organization established to provide all members of the Western family with the opportunity to get involved in bringing unity and an appreciation and celebration of cultural difference to the campus. MSU sponsors such campus activities as Black History Month and Cinco de Mayo. MSU also brings guest speakers, folkloric artists, and cultural films for the enjoyment of the entire campus.

Oscar Galindo, Director of Minority Student Affairs, The Cottage, 838-8195.

**Tutoring
and Study
Skills
Center**

The Center provides assistance in study skills development and general tutoring in all academic areas. There is no charge, and all students are eligible for the services. Inquiries should be directed to Anne Larmer, Director, Tutoring and Study Skills Center, Western Oregon State College, Monmouth, OR 97361, phone (503) 838-8501.

**Disabled
Student
Services
Center**

The Disabled Student Services Center facilitates needed and appropriate accommodations on campus for students with disabilities as mandated by Federal law. Services provided by the Center help ensure that students with disabilities are able to participate fully in all of Western's programs and activities. The needs of each disabled student are evaluated on an individual basis so that each student receives the service(s) which are most appropriate for him or her.

The following list of services provided by the Disabled Student Services Center are the most common ones requested to create a supportive environment in which students with disabilities can enhance their learning and personal growth. Additional resources are continually being developed.

- Accessibility Assistance (physical accessibility, communication equipment, and vision aids)
- Accessibility Aides (notetakers, readers, transcribers, mobility trainers, and classroom assistants)
- Advisement
- Advocacy
- Communication Aids (interpreters)
- Empowerment
- On-Campus Housing (wheelchair accessibility, visual signals)
- Leisure and Social Activities (clubs and activities)
- Orientation
- Referral to Other Programs and Agencies
- Resource Information

The Disabled Student Services Center is located on the first floor of the Werner College Center in Room 012. Services and accommodations for disabled students are coordinated by the Director. Appointments can be made by phone, or taken during drop-in hours. Information about disabled students is **confidential**, and will not be shared unless the student consents in writing. Contact Martha Smith, the Director of Disabled Student Services, Western Oregon State College, Monmouth, OR 97361, phone, voice, or TDD (503) 838-8250.

**Office
of
Advisement**

Students who are admitted through special admissions are assigned to a special academic advisor. To maximize the student's chances for success, this advisor assists each student with class selection, study skills, and access to other support services. Inquiries regarding advisement should be directed to Lew Pennock, Director of Undergraduate Academic Advisement, West House 101, Western Oregon State College, Monmouth, OR 97361, phone (503) 838-8428.

**College
Enrichment
Program**

The College Enrichment Program (CEP) is Western's Student Support Services Program, funded through the U.S. Department of Education. CEP seeks to help students strengthen their basic skills and study habits, to personalize their college experience, and to succeed in their academic endeavors. Services are offered for the purpose of helping students stay in school.

Currently, available services include personal and career counseling, academic advising, an "Academic Survival Skills" course, a precollege level algebra course, progress monitoring of students' academic performance by program staff, a microcomputer laboratory, and "cultural enrichment" activities coordinated by staff to help broaden students' horizons. Individuals eligible for services include physically and learning disabled, low-income, and/or first generation students with a demonstrated academic need. For further information, contact the Director of The College Enrichment Program, Western Oregon State College, Monmouth, OR 97361, (503) 838-8550.

Oregon Institute of Technology

The Oregon Institute of Technology in Klamath Falls has developed a support service program designed to assist students who need to improve their academic skills. There are three classes at the developmental level: Math 70, Elementary Algebra; Writing 11, Writing Clinic; and Writing 115, Introduction to Writing, which emphasizes spelling, vocabulary, comprehension and reading speed. This class is self-paced so it is easily worked into students' schedules. In addition to these classes, we offer tutoring in both math and writing at no charge to the students. Free tutoring services are also available for most other classes offered on campus, such as chemistry, physics, and specific courses within majors.

Enhancing these services, the Learning Resources Center provides a wide variety of interactive software programs particularly aimed at the areas of mathematics, English, chemistry, and physics. We also offer seminars and workshops which focus on study skills, career exploration, and transition to college life.

Faculty members are available to assist students outside of the classroom, and all faculty hold office hours. Students can make appointments at other times for assistance. Oregon Tech is known for its caring and helpful faculty.

The Oregon Institute of Technology continues its long-term commitment to minority students, to their admission, enrollment, retention, and graduation. The commitment to minority students is to provide supportive services which allow for personal and academic growth and success.

The Associated Students of Oregon Institute of Technology provide a number of programs dealing with the student's individual adjustment to college. These programs deal with stress management, personal time management, familiarity with the "system," and other issues germane to the student's needs. All students are encouraged to spend time in our Career Placement Center for accurate career information, and to take advantage of the seminars offered each term. Students are encouraged to speak directly with representatives of industry who come to campus seeking to employ our graduates.

The Veterans Program offers assistance to veterans applying for educational benefits. The counselor for this program is located in the Financial Aid Office.

For further information about Oregon Institute of Technology's special services, contact Tim Stanaway, Dean of Students, Oregon Institute of Technology, Klamath Falls, OR 97601, phone toll free: 1-800-422-2017.

Oregon State University

Oregon State University offers a number of specialized academic and student support programs including: Educational Opportunities Program, Special Services Project, Services for Students with Disabilities, Center for Writing and Learning, Women's Center, Upward Bound Program, and general support through the Office of the Dean of Students.

**Educational
Opportunities
Program**

The Educational Opportunities Program (EOP) is designed to provide special assistance to those individuals who have traditionally been denied equal access to educational opportunities, and who may or may not meet regular university admission requirements, but who are recognized as having the potential to successfully complete a college degree program. Extreme financial need and/or educational disadvantages due to socio-economic status or race are characteristics of EOP students.

The program participation requirement for in-state residents who do not meet required high school GPA, or achieve a score of 58 on the GED, is three letters of recommendation from teachers or high school counselors.

The philosophy and guidelines for the EOP were clearly set forth by the Faculty Senate Committee when it was established at Oregon State University. Its basic guideline has been the strong commitment to using a cross-cultural approach for all activities, services, staff assignments, and benefits available to students. Another major commitment has been to the achievement of academic success for all enrolled students. In order to provide a real opportunity for all EOP students, a full range of academic assistance and personal support is available.

Based upon the results of diagnostic tests given to incoming students, students are advised to enroll in those classes designed to be most beneficial to their academic development. With the cooperation of several academic departments, the program offers courses for credit in the areas of writing, vocabulary, reading, mathematics, study methods, English for bilingual students, and personal development. Classes are small and, where appropriate, the course material is adapted to the particular needs of the student. Individual tutoring is offered through the EOP Learning Center.

College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) is a federally funded program designed to provide services to students from migrant and seasonal farmworker backgrounds during the freshman year in college. CAMP-OSU serves 40 students at Oregon State University and 15 at Chemeketa Community College.

To qualify for CAMP, students or their supporting family members must have worked a minimum of 75 days in seasonal or migrant farmwork in the past 24 months. Additionally, students must demonstrate success potential for college and financial need.

Services provided to these students include admissions guidance; testing to assess academic strengths, weaknesses, and appropriate class placement; basic academic skill enhancement; academic advising, major selection, and career guidance; tutoring; cultural enrichment, orientation, and cross-cultural accommodation techniques; and supplemental financial aid.

Special Services Project

The Special Services Project is a federally funded program which provides services for 150 students with educational barriers attributable to their socio-economic background or to a physical handicap. In order to qualify as a student in the Special Services Project, a student must have a low-income background (150% of poverty level as determined by the U.S. Bureau of the Census), be a first-generation college student (neither parent graduated from a four-year college), or be physically handicapped at an age early enough to interfere with the student's academic development.

Any departmental advisor who discovers a student with problems in basic skills, which can be attributed to the qualifying criteria, may recommend the student for SSP. Support given these students takes the form of personal counselors, financial aid advice, intensive tutoring, access to the EOP/SSP Learning Center and Learning Laboratory, and access to special developmental classes in writing, mathematics, reading improvement, and study skills.

The purpose of Special Services Project is to increase retention in Oregon State University of the above-described students, and to increase the percent of those students who graduate.

For more information, contact Larry Griggs, Director, Educational Opportunities Program; Milton West, Director, College Assistance Migrant Program; or Lita Verts, Director, Special Services Project, Oregon State University, Corvallis, OR 97331, phone (503) 737-3628.

Services for Students with Disabilities - Through the Office of the Dean of Students, the university offers a variety of services to meet the needs of students who have disabilities. Notetakers, interpreters for the deaf, visual aid equipment, readers and taped textbooks are among the services available. Assistance with registration, housing arrangements, personal counseling, and other special services are also available.

These and other services are described in the brochure "Services for Disabled Students", available from the Director of Services for Students, Office of the Dean of Students, Oregon State University, Corvallis, OR 97331, phone (503) 737-3661 or TDD 737-3666.

**The Center
for
Writing
and Learning**

The Center for Writing and Learning exists to help students improve their reading, writing, and study skills. The Center provides both individual and group instruction. Students may also participate in the writing lab which focuses on improving in grammar, spelling, vocabulary and punctuation. Or, they can participate in specific courses related to reading improvement, test taking, and general study skill development. The Center for Writing and Learning also has a Conversant Program giving non-native English speakers the opportunity to talk informally and regularly with native speakers. Oregon State University also offers a number of self-learning and instructional media learning centers available throughout the campus for specialized instruction and tutoring in specific content areas.

**Women's
Center**

The Women's Center is both a facility and program coordinated by the Office of the Dean of Students which provides a gathering place for individuals and groups concerned with promoting academic success and improving the status of women. Regularly scheduled programs include seminars, workshops, films, and lectures, many of which focus on the needs of nontraditional students, older students, commuter students, and students who have been away from higher education for a number of years. Support groups and peer counseling are also available.

Office of the Dean of Students - The Office of the Dean of Students specializes in providing personalized assistance and advising to students, parents, and the general public. Staff work closely with both traditional and nontraditional students with the primary focus being problem resolution, student retention, and academic success. For more information, contact J. Roger Penn, Associate Vice President and Dean of Students, Oregon State University, Corvallis, OR 97331, phone (503) 737-3661.

Portland State University

Portland State University has several departments designed specifically for supporting prospective college students and for students admitted to the university.

Pre-Admission Programs

Underrepresented Student Recruitment - Located in the Office of Admissions, Portland State University is undertaking extensive efforts to identify and to recruit underrepresented students. The commitment is to serve the students of the region and to insure that they will receive the advising and support necessary for successful participation at the university.

Upward Bound

The Portland State University Upward Bound Program serves 50 students from Marshall, Lincoln, Jefferson, and Franklin High Schools in the City of Portland. Eligible students are currently enrolled in 9th, 10th, or 11th grade, and meet federal qualifying criteria. Upward Bound assists students with high school classes and helps them prepare for college. Students who have potential to continue their education beyond high school, but who need academic assistance, participate in an academic year program and a summer program until completion of high school. During the school year, students receive tutorial and counseling services at Portland State University. The PSU Upward Bound Program has an excellent retention rate, and it places at least 80% of the graduating seniors in postsecondary educational institutions.

Post-Admissions Programs

Students admitted to PSU are provided support through the Academic Support Center. This office provides educational assistance through the Student Support Services/Educational Opportunity Program, Campus-Wide Tutorial & Learning Skills Program, and special advising components for the Minority Achievement Scholarship, and for the Portland Teachers Programs.

Student Support Services/Educational Opportunity Program - Student Support Services/EOP provides comprehensive academic support for 265 students who meet federal qualifying criteria. Services included are case management advising, tutorial available for all classes, and a series of courses designed to build skills and confidence. Program counselors also assist students in developing yearly academic plans and guide them toward achieving their desired goals.

Campus-Wide Tutorial and Learning Skills

Campus-Wide Tutorial and Learning Skills is open to all admitted students. Peer-tutoring is provided in most freshman and sophomore level classes for a \$5.00 per term fee. Students may also attend, at no cost, a series of study skills workshops including topics such as time management, notetaking, effective reading and memory enhancement, and test taking. Program staff are available for further consultation regarding academic skill-building and planning. Entering freshmen, transfer, and returning students may benefit by enrolling in the College Preparatory Skills class offered twice each summer before fall term. This course offers academic advising, additional support services information, and an opportunity to meet other students prior to enrolling in full-time studies. This is a reduced tuition class which will provide the student with two college credits.

Underrepresented Minority Achievement Scholarship Program - Students admitted to PSU who are recipients of the Underrepresented Minority Achievement Scholarship Program can receive support through a special advising component in the Academic Support Center. Students receive advising and advocacy as well as monitoring of their academic progress.

Portland Teachers Programs - Recipients of the Portland Teachers Program scholarship are given academic support and guidance through the academic support program. These students as well have available the use of the campuswide tutorial and learning skills center.

Freshman Mentoring Program for Underrepresented Students - The mentoring program recruits and assists underrepresented undergraduates to become familiar with PSU through academic and social student life activities. The program also connects freshmen to upper class students and faculty, who provide information addressing concerns related to encouraging students' academic success.

For additional information, contact Dan Fortmiller, Director, Academic Support Center, Portland State University, P.O. Box 751, Portland, OR 97207, phone (503) 725-4446.

**Office of
Handicapped
Student
Services (HSS)**

The Office of Handicapped Student Services (HSS) works with students to overcome disability-related barriers to education at Portland State University. HSS can assist students with orientation to campus, priority registration, classroom notetaking, sign language interpreters, and library research assistance. HSS also works closely with many state and local services providers to meet the needs of Portland State University's handicapped students.

Southern Oregon State College

Southern Oregon State College offers special services to address specific needs for helping students benefit from their college careers and for developing their fullest potential as students and as individuals. Special support services are available through the Counseling & Special Services Center. Inquiries for any of these programs may be directed to the Director, Dr. Bill Eriksen, Southern Oregon State College, Britt 205, Ashland, OR 97520, phone (503) 532-6213 (in Oregon, toll free 1-800-482-7672).

**Minority
Student
Program
(Multicultural
Affairs)**

The Minority Student Program is designed to encourage minority student enrollment and to ensure that each student receives the services and support necessary for success in college. This program provides assistance through the Office of Multicultural Affairs in the form of help with the admission and financial aid processes, information on scholarships, support groups and social activities, as well as directing students to academic advising and support services such as tutoring and study skills. Office located in Stevenson Union, top floor. 552-6221 or toll free 1-800-482-7672. Dean Stephen Flynn is the administrative supervisor.

The Office of Program Advising - The Office of Program Advising offers academic advising for all students who have not declared a major. Advisors help students understand general education requirements and help students plan course schedules. Mr. Larry Nollenberger is the Director of Program Advising

The Counseling Program - The Counseling Program offers personal counseling by professional and para-professional counselors. This program provides students with a counselor they can talk with about any difficulties they may encounter, including anxiety, fear, guilt, depression, interpersonal relationship conflicts, and alcohol or drug-related problems.

**Office of
Disabled
Student
Services**

The Office of Disabled Student Services offers assistance to physically impaired students in finding tutors, readers, housing, and meeting other special needs the student may encounter. Student advocates provide a variety of services addressing individual needs including resource and referral information, accessibility assistance, test proxies, registration and admission processes, campus orientation, notetakers, readers for visually impaired, and special equipment.

The Tutorial Program - The Tutorial Program offers free peer-tutoring to all students. Qualified tutors trained in specific subject areas are matched with any student needing help with academic areas. Referrals are also made to existing tutorial labs such as the Math, Writing, and Accounting Labs.

**Veterans
Program**

The Veterans Program offers assistance to veterans applying for educational benefits, as well as academic counseling and referrals to various campus and community agencies.

University of Oregon

The University of Oregon is committed to the preparation, admission, enrollment, retention, and graduation of students of color. As such, numerous support services are offered by the University of Oregon to assist students in visualizing success. These include Upward Bound, the High School Equivalency Program, Office of Admission, Office of Multicultural Affairs, Academic Learning Services/Educational Opportunities Program, and Student Development.

Office of Multicultural Affairs

The Office of Multicultural Affairs assists the University of Oregon in the recruitment and retention of African-American, Asian/Pacific American, Chicano/Latino or Native American students. Some of the support services offered through this office include academic advising, tutor referrals, liaison assistance with other University programs and departments, a computer laboratory, and selected course offerings in writing and math.

In addition, they provide a caring supportive environment for people of color by acting as advocates involving resolving problems, by providing limited personal counseling and referrals, and by developing information programs and resources. The Office of Multicultural Affairs offers information programs and resources and leadership to the University through the Forum Scholars Series, the Mentor Program and its Recognition Awards honoring students and faculty who have contributed to the diversity of the University. This office improves the quality of the new student experience through its welcoming programs, including the Fall Orientation Retreat and the Leadership Team Program.

High School Equivalency Program

The High School Equivalency Program (HEP) at the University of Oregon exists to provide persons from migrant or seasonal farm-working backgrounds between the ages of 17 to 24 with the opportunity of receiving instruction for the GED to qualify for a High School Equivalency Diploma. Exposure to higher education and social and cultural development are by-products of the program because it is located on a college campus.

HEP admissions criteria requires that a student or his or her family must have worked in agriculturally-related work for at least 75 days during the past two years, and that the student is a high school dropout.

The program offers instruction in preparation for the GED exams in each of the five basic areas (math, grammar, literature, social studies, science). Personal counseling as well as vocational counseling and career development for academic or occupational placement upon completion of the GED is available to all students.

Further information about HEP can be requested from Steve Marks-Fife, Director, High School Equivalency Program, University of Oregon, Eugene, OR 97403, phone (503) 346-3531.

Upward Bound

Upward Bound at the University of Oregon is a pre-college preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low-income backgrounds and inadequate secondary school preparation.

In order to qualify for admission to the program, a student must meet the federal poverty criteria and be characterized by the staff as an academic risk for a college education. Students from minority groups, and those from community groups centered in areas of cultural isolation and economic depression are eligible for the Upward Bound Program.

The program consists of the academic year component when Upward Bound counselors provide counseling, tutoring and home visits for the students in their communities. During the eight-week summer session, the students attend classes that are accredited by the university and taught by instructors who are aware of the students' needs and attempt to combine areas of basic skill development with interesting course material. Individual and group counseling as well as group and one-to-one tutorial services are provided. The students participate in social, cultural and recreational activities.

For more information, contact Pearl Hill, Director, Upward Bound, University of Oregon, 1859 E. 15th, Eugene, OR 97403, phone (503) 346-3501.

**Office of
Student
Development**

Early Orientation and Registration Program - The University of Oregon's orientation programs for newly enrolled students include an Early Orientation and Registration Program (EORP) for entering freshmen which is held in the summer, and a new student orientation program held at the beginning of each term. The university seeks to create a supportive and caring environment for all newly admitted students during these orientations by recruiting as peer counselors or orientation hosts university students of ethnic diversity. Ethnic student unions are invited to include programs for minority students in orientation activities, and other programs and resources, such as the Equal Opportunities Program and the Office of Multicultural Affairs participate in the orientation process.

**Office of
Admissions**

The staff of the Admissions Office conducts outreach activities both in state and out of state. The purpose is to inform students of, and assist them with, the admissions process. Services include an early outreach program in the Portland public schools, sponsorship of campus visits, scholarship information, direct mail and telephone campaigns, and parent programs.

For additional information, contact Mentha Hynes, Assistant Director of Admissions, 240 Oregon Hall, Eugene, OR 97403, phone 1 (800) 232-3825.

**Academic Learning
Services Center/
Educational
Opportunities
Program**

The University of Oregon's Center for Academic Learning Services makes available academic support to all university students. This support includes classes that address effective study at the university level, non-credit workshops on specific academic skills, subject area tutorial programs, and drop-in math and writing labs.

Within the Center, two programs serve the specific needs of non-traditional students. First, the federally funded Educational Opportunities Program offers free, intensive academic support to students who have an academic need and whose parents did not graduate from college, who lack adequate funds to attend college, or who have a physical or learning disability. EOP students are eligible for free tutoring and for special university-level courses in mathematics, critical thinking, and writing. Further, the Educational Opportunities Program provides supplementary academic advocacy for program members.

Second, a special support program within ALS assists those students who are admitted to the university under its special admissions policy. This Academic Support Program provides a prescribed freshman curriculum for "special admit" students that includes adjunct courses in core university courses and classes in library research skills, university-level learning skills, and critical reading skills.

For further information concerning the ALS, the EOP, or the Academic Support Programs, contact David Hubin, Director, Academic Learning Services, University of Oregon, Prince Lucien Campbell Hall, Eugene, OR 97403, phone (503) 346-3226.

Oregon Health Sciences University

Office of Multicultural Affairs

The educational mission of the Oregon Health Sciences University includes admitting and retaining students of demonstrated ability from all segments of the population.

The functions of the program include identification of underrepresented students through high school and college recruitment visits, individual and group counseling, and community research.

The staff's primary concern is to attend to the incoming students' needs which affect their scholastic achievement. Therefore, the program is designed in three phases: (1) recruitment; (2) counseling; and (3) retention services.

The Recruitment Services:

1. Identify students from underrepresented groups who exhibit interest and motivation toward achievement in a health career;
2. Provide the student with assistance and with accurate, realistic information regarding academic and career choices; and
3. Help students formulate a plan of action.

The Counseling Services:

1. Provide supportive services which allow the student to enhance the potential for personal and academic success;
2. Organize the supports which will help the student to progress toward completion of graduation requirements; and
3. Identify and assess students who exhibit a need for assistance.

The Retention Services:

1. Provide accurate individual assessment of students' academic strengths and weaknesses;
2. Provide prescriptive counseling to help students develop their academic skills;
3. Provide a variety of methods of instruction by which students can enhance their academic achievement; and
4. Provide a variety of student-centered cultural enrichment activities.

The major obstacles preventing underrepresented students from participating in graduate and professional education programs in the health sciences are as follow: (1) financial aid; (2) academic preparation; (3) supportive service systems; (4) environment; and (5) information. Oregon Health Sciences University works to provide: (1) expanded efforts in outreach, recruitment, and admissions; (2) more responsive counseling, basic skills, and adjunct course services (i.e., tutorials); (3) continued development of special programs and services; and (4) improved faculty, staff, and student awareness of underrepresented students and their modes of learning.

For more additional information about the services offered by the Office of Multicultural Affairs, contact B. Elizabeth Britton, Director, Oregon Health Sciences University, 3181 SW Sam Jackson Park Road, Portland, OR 97201, phone (503) 279-7574.

Special Academic Support Services Directors
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State System Office

P.O. Box 3175
Eugene, OR 97403
346-5727

Thomas Coley
Assistant Vice Chancellor for
Academic Affairs and Special Projects
Office of Academic Affairs
Oregon State System of Higher Education

Eastern Oregon State College

Bilingual Education Program
962-2171, ext. 1312

Felipe Veloz, Director

Native American Program
962-2171, ext. 3392/3325

Jackie Grant, Director

Special Services Project
962-2171, ext. 3392

Allen Davis, Director

Micronesian Program
962-4792

Dave Duquette, Director

Oregon Health Sciences University

Multicultural Affairs
494-7574

B. Elizabeth Britton, Director

Oregon Institute of Technology

Counseling Center
885-1015
1-800-422-2017

Dr. Jane Pickett
Director of Counseling

Minority Student Counseling
885-1150

Judy Bronkey
Ethnic and International student
Services Coordinator

Oregon State University

Upward Bound
737-4681 or 4682

Mario Cordova, Director

Educational Opportunities Program
737-3628

Larry Griggs, Director

Special Services Project
737-3909

Lita Verts, Director

College Assistance Migrant Program
737-3902

Milton West, Director

Portland State University

Minority Student Affairs
725-4456

Gilbert Sanchez, Director

Upward Bound
725-4010

Peggy Adams, Director

Campuswide Special Services
725-4005

Dan Fortmiller, Director

Southern Oregon State College

Minority Student Program
Office of Multicultural Affairs
552-6221 or 1-800-482-7672 (in Oregon)

Stephen Flynn, Dean of Student Services

University of Oregon

Upward Bound
346-3501

Pearl Hill, Director

High School Equivalency Program (HEP)
346-3531

Steve Marks-Fife, Director

Academic Learning Services Center
and Educational Opportunities Program
346-3226

Dave Hubin, Director

University of Oregon (continued)

Multicultural Affairs
346-3479

Marshall Saucedo, Acting Director

Multicultural Recruitment & Admissions
346-3201
1 (800) 232-3825 (in Oregon)

Mentha Hynes, Assistant Director
Admissions

Western Oregon State College

Minority Student Affairs
838-8211

Oscar Galindo, Director

Tutoring & Study Skills Center
838-8501

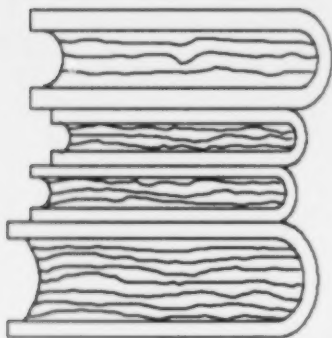
Anne Larmer, Director

College Enrichment Program
838-8550

Alexis Easley, Director

Disabled Student Services
838-8250 (voice, or TDD)

Martha Smith, Director



State System Publications and Services

The Office of School Relations is maintained within the Office of Academic Affairs of the Oregon State System of Higher Education to act in areas pursuant to the articulation of high school students to college -- especially as they involve Oregon high schools and the State System institutions. Besides the high school visitation program, several publications and services are offered for the purpose of informing and counseling students on the programs and services available in the State System of Higher Education.

The Post-High School Plans Survey and Direct Mail Program

Each year the Office of School Relations conducts a Post-High School Plans Survey for the purpose of monitoring trends in the post-high school activities of Oregon high school graduates. Students who complete the survey receive the direct mailing of the State System publication *Information for Prospective Students*. *Underrepresented Minorities Achievement Scholarship* information is mailed to students who are members of underrepresented ethnic groups on college campuses. Students also have the opportunity to request information on Oregon colleges in which they are interested. Survey results are also used by the Oregon Educational Coordinating Commission, individual schools, and school districts for educational studies.

The success of the survey depends on the cooperation and persistence of counselors in getting their students to complete the survey form. Beyond the value of the survey to our office, there are also several benefits realized by counselors and students alike by participating in the survey. They are as follows:

- Having students complete the questionnaire serves to stimulate an awareness and activity on their part in making post-graduation plans;
- Through the survey, students may indicate up to three colleges or universities in Oregon from which they would like to receive information;
- **All students who complete the survey will have sent directly to their homes copies of *Information for Prospective Students*.**
- Individual school summaries of how your students as a group responded to the survey, along with the statewide response, will be sent to all participating high schools in the fall; and
- Counselors may elect to have the survey forms returned to them (after processing in our office) to use in studying and monitoring the post-high school activity of their own graduates.

Information for Prospective Students (New 12-Page Brochure)

The *Information for Prospective Students* contains information in brief on the major undergraduate programs of study in the State System, admissions, financial aid, costs to attend, housing, campus preview days, and other information that is of central and immediate importance to senior students. All students in the post high school plans survey who plan to pursue education after high school will have a copy of this brochure sent directly to their home. This brochure will also be distributed to students who attend the high school visitation program.

The College Guidance Counselor's Handbook

Besides describing the high school visitation program, *The College Guidance Counselor's Handbook* (this publication) is also intended to function as a compact and efficient reference tool for the high school counselor. Revisions of the handbook will be undertaken annually. Please refer to the introduction for a word on how counselors can assist in improving future editions of this Handbook.

College Guidance Newsletter

The *College Guidance* newsletter, published by the Office of School Relations, is intended to keep high school counselors abreast of facts and developments which will aid them in guiding the college-bound student. The newsletter features educational opportunities and programs at State System institutions, in addition to providing general information which is applicable to any college or university. The newsletter is published three times during the school year and mailed to guidance personnel throughout the state.

College Guidance Information and Resources

The Oregon State System of Higher Education

The Oregon State System of Higher Education is composed of the public 4-year colleges, universities and professional schools in Oregon. The eight institutions of the system include Eastern Oregon State College (La Grande), Oregon Institute of Technology (Klamath Falls), Oregon State University (Corvallis), Portland State University (Portland), Southern Oregon State College (Ashland), University of Oregon (Eugene), Western Oregon State College (Monmouth), and the Oregon Health Sciences University (Dentistry, Medicine and Nursing in Portland).

In addition to undergraduate and graduate programs, continuing education courses are offered on the eight campuses and correspondence courses are available through the Office of Independent Study in Portland.



Eastern Oregon State College

La Grande, OR 97850-2899
962-3393 or
Toll-free 1-800-452-8639

Terral Schut, Director, New Student Programs
Jack Johnson, Director, Financial Aid
Lee Insko, Director, Cont. Education & Regional Programs
Michael Daugherty, Director, Residence Life

Oregon Institute of Technology

Klamath Falls, OR 97601-8801
885-1150 or Toll-free:
(in state) 1-800-422-2017
(out of state) 1-800-343-6653

Russ Lyon, Registrar & Director of Admissions
Barbara Kratochvil, Asst. Director, Enrollment Mgmt.
John Huntley, Director, Financial Aid
George Abendschein, Director, Housing

Portland Center
725-3066

Richard Moore, Director

Oregon State University

Administrative Services Bldg. B-104
Corvallis, OR 97331-2106
737-4411

Barbara Balz, Registrar
D. Kay Conrad, Director, Admissions
Keith McCreight, Director, Financial Aid
M. Edward Bryan, Director, Housing

Portland State University

Portland, OR 97207-0751
725-3511 or
Toll-free 1-800-547-8887

Jesse R. Welch, Director, Admissions
John Anderson, Director, Financial Aid
Gary Meddaugh, Portland Student Services
Director of Housing

Southern Oregon State College

1250 Siskiyou Blvd.
Ashland, OR 97520-5032
552-6411 or
Toll-free 1-800-482-7672

Robert Davidson, Registrar
Al Blaszak, Director, Admissions
Conney Alexander, Director, Financial Aid
Phil Campbell, Director, Housing

University of Oregon

Eugene, OR 97403-1217
346-3201 or
Toll-free 1-800-232-3825

James R. Buch, Director, Admissions
Herbert Chereck, Registrar
Edmond Vignoul, Director, Financial Aid
Michael Eyster, Director, Housing

Western Oregon State College

345 N. Monmouth Ave.
Monmouth, OR 97361-1394
838-8211

John Brinegar, Registrar
Janine Allen, Director, Enrollment Management
Kathleen Faircloth, Dean of Students
Michael Cihak, Director, Financial Aid
Darryl Zehner, Director, Auxiliary Services

Oregon Health Sciences University

Schools of Medicine & Nursing
3181 SW Sam Jackson Park Rd.
Portland, OR 97201-3098
494-7800

Dick Speight, Registrar, Director, Admissions
Greg Ball, Director, Financial Aid

School of Dentistry
611 SW Campus Drive
Portland, OR 97201-3097
494-5274

Nora Cromley, Assoc. Dean for Admissions
and Student Affairs
Greg Ball, Director, Financial Aid

The Office of School Relations

The Office of School Relations has been established within the Chancellor's Office of the Oregon State System of Higher Education to coordinate the school-college activities of the seven State System institutions (Eastern Oregon State College, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon State College, University of Oregon, and Western Oregon State College).

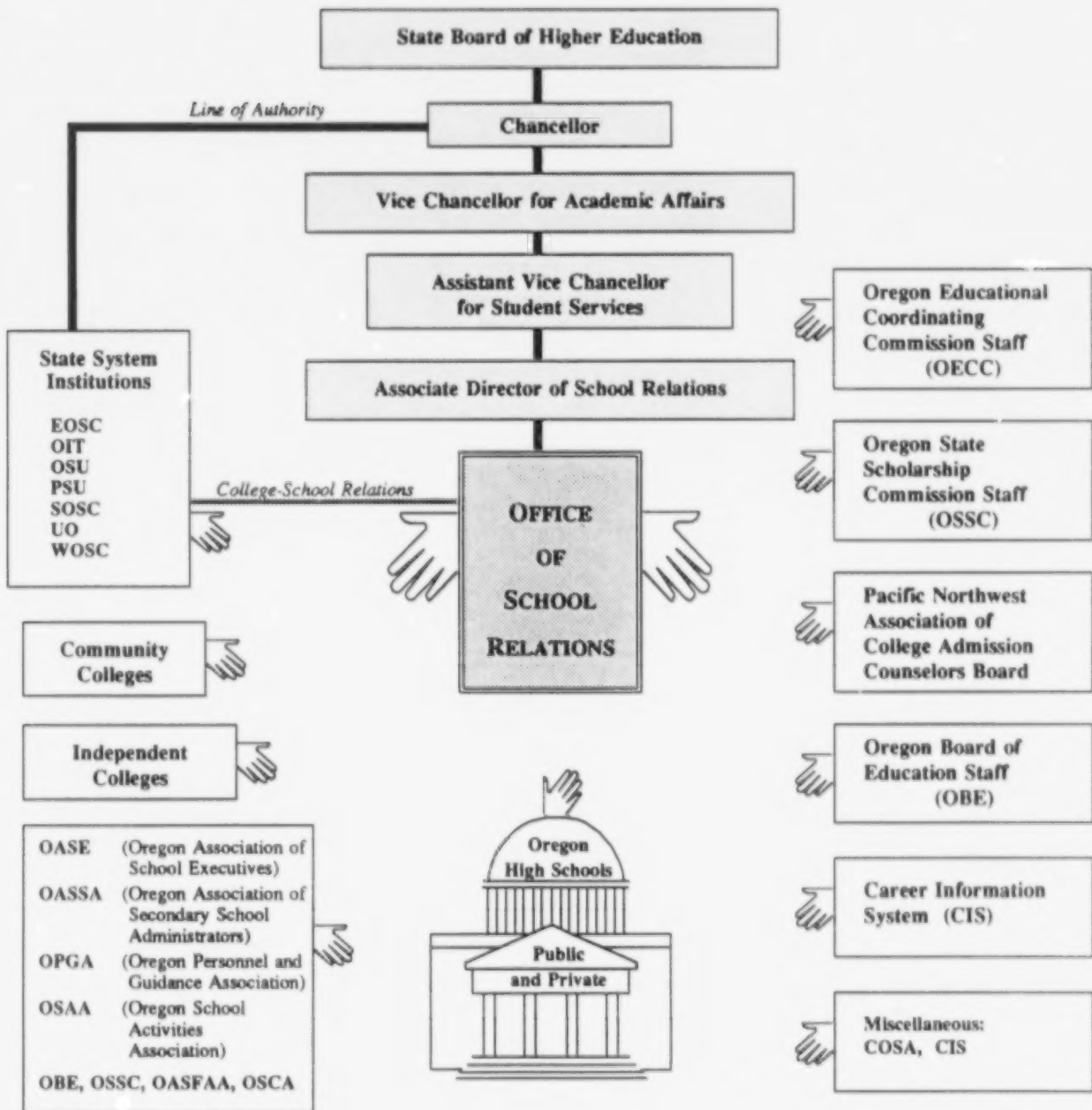
Responsibilities of the office include: coordination of the State System visitation program; coordinating services for special students (educationally disadvantaged, handicapped, etc., see pages 31-45); preparation and dissemination of systemwide information publications (College Guidance newsletter and *The College Guidance Counselor's Handbook*, and *Information for Prospective Students*, see pages 47-48 for descriptions of these publications); distribution of standard application for admission forms; representing the State System in state, regional and national school-college related associations; conducting studies of post-high school plans of seniors; and otherwise assisting in activities related to school-college articulation. The organizational chart on the following page depicts the office in relation to other educational entities in the state.

Office of School Relations

P.O. Box 3175
Eugene, OR 97403-0175
346-5728

Robin C. Brown, Associate Director
Gary Christensen, Assistant Vice Chancellor
for Student Services
Barbara Nehring, Administrative Assistant

Office of School Relations Oregon State System of Higher Education Organizational Chart



Involved in Liaison Activities

Oregon State Scholarship Commission



The Governor appoints a commission to administer all state grant, loan, and scholar recognition programs, and those programs of the Federal government requiring state administrative services. The Commission's staff has the responsibility of selecting awardees for some programs, determining eligibility of applicants for other programs, informing citizens of available benefits and facilitating their application for them, instructing school counselors in procedures necessary to assist prospective applicants and providing leadership within the financial aid community.

State Scholarship Commission
1445 Willamette Street
Eugene, OR 97401
346-4166

Jeff Lee, Executive Director
Doug Collins, Deputy Director
Tom Turner, Director of Special Services
Jim Beyer, Grant Program Director
Shari Wood, Director Loan Processing
Max Coley, Director Loan Collection
Sherrill Kirchoff, Administrative Assistant

Pacific Northwest Independent College Association

The majority of the independent colleges of Oregon, Washington and Idaho are members of the Pacific Northwest Independent Colleges, an association of the admissions officers of those institutions. (See pages 55-56 for a roster of the PNIC colleges.)

The group conducts cooperative activities in the interest of assisting students and counselors in learning about opportunities in independent colleges in the Northwest. Activities include sponsoring counselor dinners, distributing a descriptive brochure about the member institutions and planning cooperatively for individual visitations of high schools. At one time, PNIC colleges traveled as a team to visit high schools in Oregon; however, the team travel approach was abandoned in 1971 in favor of visiting separately in the belief that interested students could be better served at less of an interruption in the regular school day. This method also allows time for representatives to supply counselors with information they can use to assist students in knowing more about the various institutions.

Counselors having concerns or suggestions about the services of PNIC member schools are invited to write to the 1991-92 Chair, Tom Meicho, Dean of Admissions, Linfield College, McMinnville, OR 97128 (503) 472-4121.

Pacific Northwest Association of College Admissions Counselors

A regional branch of the National Association of College Admissions Counselors (PNACAC) was organized in 1965 to provide a forum in which school and college personnel involved in counseling for college in the Northwest could collectively review current trends in the field, seek mutually acceptable approaches to identified problems and develop lines of communication for continuing dialogue.

The Association meets twice annually, usually in the fall in the Portland area and in the spring in a Washington location. Membership by school, college or individuals is open to all interested persons in the field. Non-members are invited to meetings as well. For information about the Association write to the President, Don Johnson, Senior Counselor, North Kitsap High School, 1780 NE Hostmark Street, Poulsbo, WA 98370 (206) 779-4408 or to the Secretary, Rob Kvidt, Director of Admissions, St. Martin's College, 700 College Street SE, Lacey, WA 98507, (206) 438-4311.

Oregon Community Colleges



Blue Mountain Community College

P.O. Box 100
Pendleton, OR 97801
276-1260

Pat Loughary, Dean, Students and College Services
Dorwin Lovell, Registrar/Director, Financial Aid

Central Oregon Community College

2600 NW College Way, Bend, OR 97701
382-6112 or
Toll-free 1-800-422-3041

Richard Meddish, Registrar
Richard Thompson, Director, Financial Aid

Chemeketa Community College

P.O. Box 14007, Salem, OR 97309
399-5006
(Financial Aid 399-5018)

Dean Pielstick, Registrar
Patricia Galligan, Director, Financial Aid

Clackamas Community College

19600 S. Molalla Avenue
Oregon City, OR 97045
657-8400

Mary Dykes, Director, Admissions & Records
Kathy Scheer, Director, Financial Aid

Clatsop Community College

1653 Jerome, Astoria, OR 97103
325-0910

Bruce Lower, Dean, Student Services
and Financial Aid Officer

Columbia Gorge College

(Formerly Treaty Oak Community College)
300 E. 4th, The Dalles, OR 97058
296-5444

Judy Cochran, Director of Student Development
Cyndi Moore, Registration Secretary

Lane Community College
4000 E. 30th Ave., Eugene, OR 97405
747-4501

Sharon K. Moore, Director, Admissions
Linda Waddell, Director, Financial Aid

Linn-Benton Community College
6500 SW Pacific Blvd.
Albany, OR 97321
967-6105

Blaine Nisson, Director, Student Services
Lance Popoff, Director, Financial Aid

Mt. Hood Community College
26000 SE Stark, Gresham, OR 97030
667-7392

Marilyn Kennedy, Registrar/Director of Admissions
Carl L. Rawe, Jr., Director, Financial Aid

**Oregon Coast Community College
Service District**
332 SW Coast Hwy., Newport, OR 97365
265-2283

Ellen Sunnes, Admissions Advisor and
Financial Aid Specialist

Portland Community College
P.O. Box 19000
Portland, OR 97219-0990
244-6111

Stan Rodier, Admissions Coordinator, ext. 4520
Bill Dobson, Admissions Coordinator, ext. 6252
Corbett Gottfried, Director, Financial Aid, ext. 4490

Rogue Community College
3345 Redwood Highway
Grants Pass, OR 97527
479-5541

Edward Risser, Director, Enrollment Services
Shirley Willis-Haslip, Director, Financial Aid

**Southwestern Oregon Community
College**
1988 Newmark, Coos Bay, OR 97420
888-7423

Jean Von Schweinitz, Registrar
Shirley Gitchell, Financial Aid Director

**Tillamook Bay Community College
Service District**
2510 First Street, Tillamook, OR 97141
842-2503

Barbara Rice, Dean of Students
and
Director, Financial Aid

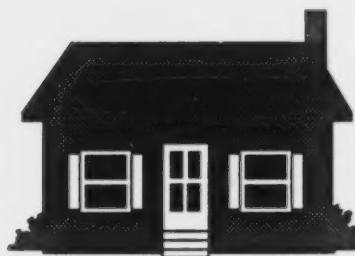
Treasure Valley Community College
650 College Blvd., Ontario, OR 97914
889-6493

Ronald Kulm, Director, Admissions
Gary Halcom, Director, Financial Aid

Umpqua Community College
P.O. Box 967, Roseburg, OR 97470
440-4604

Larry Shipley, Registrar & Director, Admissions
Beth Ann Luxford, Director of Financial Aid

Pacific Northwest Independent Colleges



Concordia College

2811 NE Holman, Portland, OR 97211
(503) 288-9371

William Balke, Vice President,
Student Services/Admissions
James Cullen, Director, Financial Aid

George Fox College

414 N. Meridian, Newberg, OR 97132
(503) 538-8383

Randy Comfort, Director of Admissions
Jim Jackson, Financial Aid Director

Gonzaga University

E. 502 Boone Avenue, Spokane, WA 99258
(509) 328-4220

Edward Schoenberg, Dean of Admissions, ext. 3172
Bruce Defrates, Director, Financial Aid, ext. 3182

Lewis & Clark College

0615 SW Palatine Hill Rd.
Portland, OR 97219
(503) 293-2679

Michael Sexton, Dean of Admissions
Diane Tsukamaki, Director Student Financial Services

Linfield College

McMinnville, OR 97128
(503) 472-4121

Thomas Meicho, Dean of Admissions
Bart Howard, Director, Financial Aid

Northwest Nazarene College

623 Holly Street, Nampa, ID 83686
(208) 467-8496

Bruce Webb, Director, Enrollment Management
Everett L. Brackett, Director, Financial Aid

Pacific Lutheran University

Tacoma, WA 98447
(206) 531-6900

James Van Beek, Dean of Admissions
Kay Soltis, Interim Director, Financial Aid

Pacific University

2043 College Way
Forest Grove, OR 97116
(503) 357-6151, ext. 2218

Barbara Mergen, Director, Admissions
Ron Noborikawe, Director, Financial Aid

Reed College

3203 SE Woodstock Blvd.
Portland, OR 97202
(503) 777-7511

Robert Mansueto, Dean of Admissions
Barbara Amen, Assoc. Dean of Admissions
Richard Dent, Director, Financial Aid

Saint Martin's College
700 College Street S.E.
Lacey, WA 98503
(206) 491-4700

Robert Kvidt, Director, Admissions
Marianna Deeken, Director, Financial Aid

Seattle Pacific University
3307 Third Ave. W.
Seattle, WA 98119
(206) 281-2021

Marj Johnson, Director, Enrollment Services
and Director, Financial Aid

Seattle University
Broadway and Madison
Seattle, WA 98122
(206) 626-5720

Lee Gerig, Dean of Admissions
Jim White, Acting Director, Financial Aid

The College of Idaho
2112 Cleveland Blvd., Caldwell, ID 83605
(208) 459-5305 or
Toll-free: 1-800-635-0434

Carol Kriz, Director, Enrollment Services
Scott Arnold, Director Financial Aid

University of Portland
5000 N. Willamette Blvd.
Portland, OR 97203
(503) 283-7147

Daniel Reilly, Director, Admissions
Rita Lambert, Director, Financial Aid

University of Puget Sound
1500 N. Warner St., Tacoma, WA 98416
(206) 756-3211

George Mills, Dean, Admissions
Steven Thorndill, Director, Financial Aid

Warner Pacific College
2219 SE 68th Ave., Portland, OR 97215
(503) 775-4366

Sherry Moore, Director, Enrollment Mgmt.
Rick Weemes, Director, Financial Aid

Whitman College
345 Boyer Ave.
Walla Walla, WA 99362
(509) 527-5176

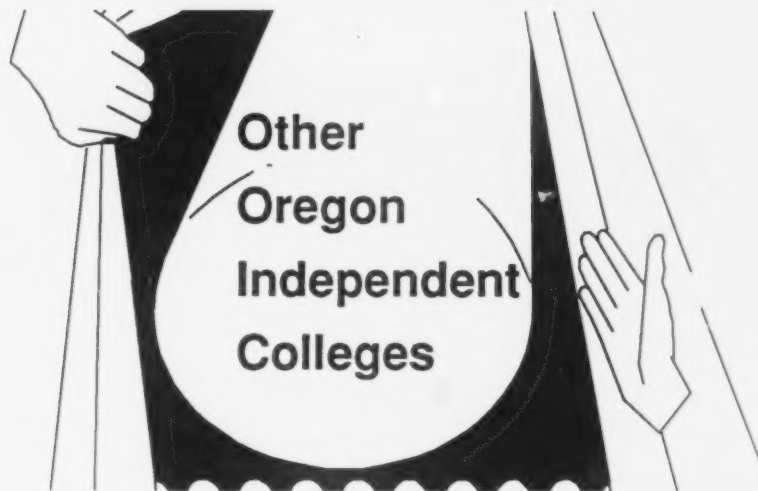
Madeleine R. Eagon, Director, Admissions
Gene Adams, Director, Financial Aid

Whitworth College
W. 300 Hawthorne St.,
Spokane, WA 99251
(509) 466-1000

Ken Moyer, Director, Admissions
S. Kay Lewis, Director, Financial Aid

Willamette University
900 State Street
Salem, OR 97301-3922
(503) 370-6303

James M. Sumner, Dean of University Admissions
James Woodland, Director, Financial Aid



Bassett College

2000 SW 5th Ave., Portland, OR 97201
228-6528 or 1-800-547-0937

Anna Marie Whitaker, Director of Admission
Christina Billington, Registrar
Robin Alton, Director, Financial Aid

Columbia Christian College

9101 E. Burnside
Portland, OR 97216-1515
257-1202

Debra Weldon, Director, Admissions
Phil Hess, Director, Financial Aid

Eugene Bible College

2155 Bailey Hill Rd., Eugene, OR 97405
485-1780

Trent Combs, Director, Admissions
Doug White, Director, Financial Aid

Marylhurst College

P.O. Box 261, Marylhurst, OR 97036
636-8141 or 1-800-634-9982

TBA, Dean of Students and Director,
Student Services
Marlena McKee-Flores, Director, Financial Aid

Multnomah School of the Bible

8435 NE Glisan, Portland, OR 97220
255-0332

Joyce Kehoe, Director, Admissions
Shirley Mai, Financial Aid Officer

Northwest Christian College

828 E. 11th Ave., Eugene, OR 97401
343-1641

Dick Busic, V.P. Development and Admissions
Kyle Hunt, Director, Financial Aid

Pacific Northwest College of Art

1219 SW Park Ave., Portland, OR 97205
226-4391

Sally Lawrence, Director
Colin Page, Director, Admissions
Fayne Griffiths, Financial Aid Administrator

Western Baptist College

5000 Deer Park Dr. SE
Salem, OR 97301
581-8600

Palmer H. Muntz, Director, Admissions and
Financial Aid Officer
Sheldon Nord, Vice President for Student
Development and Enrollment
Management

**Western States Chiropractic
College**

2900 NE 132nd
Portland, OR 97230
256-3180

Ann Griffith, Director, Admissions
Michele Keeney, Director, Financial Aid

Career Information System

1787 Agate Street
University of Oregon
Eugene, OR 97403
346-3872

Cheryl Buhl, Oregon CIS Director
Susan Roudebush, User Services Specialist, Portland
Romella Hubbard, User Services Specialist, Eugene

Private Vocational-Technical Schools**Oregon Private Schools Association**

Barrett Schools, Inc.
11959 S.W. Garden Place
Portland, OR 97223
624-1509

Gary Barrett, President

Private Vocational Schools

700 Pringle Parkway SE
Salem, OR 97310
378-3608

Rich Schmidt, Director, Licensing

Reserve Officer Training Corps Program

Oregon State University

Department of Military Science
Corvallis, OR 97331
737-3511

Naval Science 737-6289

Aerospace Studies 737-3291

Lt. Col. Stephen T. Smith, Head, Army

Cpt. Robert E. Curtis, Head, Navy

Col. James W. Swinyard, Head, Air Force

Portland State University

Department of Military Science
PO Box 751, Portland, OR 97207
725-3212

Cpt. Robert Wilcox, Asst. Prof.
Military Science

University of Oregon

Department of Military Science
1679 Agate
Eugene, OR 97403
346-3102

Lt. Col. James F. Hinton, Head, Army

Oregon Counseling Association

President: Carol Lynn Morse

2545 Van Buren
Eugene, OR 97405
Phone: (home) 344-2823/(work) 346-2451

President-Elect: Tony Glidden

2945 McKendrick
Eugene, OR 97405
Phone: (home) 344-1218/(work) 895-2106

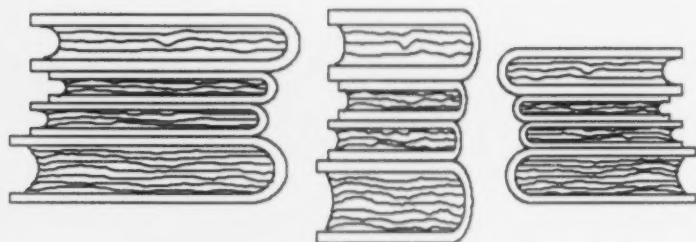
Oregon School Counselors Association

President: Margo Hutchinson

122 SW Clearview Way
Tigard, OR 97223
Phone: 684-3662

President-Elect: Sharon Baum

954 Ratcliff Dr. SE
Salem, OR 97302
Phone: 362-2225



College Directories

Barron's Profiles of American Colleges compiled and edited by the College Division of Barron's Educational Series. 1456 pages. \$13.95. Barron's Educational Services, Inc., 113 Crossways Park Drive, Woodbury, NY 11797. 1988.

Choosing a College Miller, Gordon Porter. The Student's Step-by-Step Decision-Making Workbook. Practical guidelines for collecting data, setting goals, creating an action plan, narrowing the possibilities to a manageable number of probabilities. 176 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886, 1990.

College Guide for Parents, The 200 pages. \$12.95. Revised and Updated Edition. College Board Publications, Box 886, New York, NY 10101-0886, 1988.

College Handbook, The A comprehensive guide to more than 3,100 two- and four-year colleges. 2,000 pages. \$17.95. College Board Publications, Box 886, New York, NY 10101-0886. 1991.

Comparative Guide to American Colleges Cass, James and Birnbaum, Max. \$17.95. 13th edition. Harper and Row, 10 East 53rd Street, New York, NY 10022. 1987.

Insider's Guide to the Colleges, The by Yale Daily News Staff. College descriptions by the students who attend them. Should be taken with more than a polite grain of salt. \$35.00. 15th edition. St. Martin's Press, 175 Fifth Avenue, New York, NY 10010. 1989.

Lovejoy's College Guide Lovejoy, Clarence E. \$32.95. Simon and Schuster, 1230 Avenue of the Americas, New York, NY 10020.

NACAC Handbook of Member Colleges and Universities National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, IL 60076.

Peterson's Guide to Four Year Colleges \$17.95. Peterson's Guides, Dept. 3607, P.O. Box 2123, Princeton, NJ 08540.

Peterson's Guide to Two Year Colleges \$12.95. Peterson's Guides, Dept. 3607, P.O. Box 2123, Princeton, NJ 08540. 1989.

Peterson's Annual Guide of Graduate Programs:

- #1 *Professional Programs* 1990. \$19.95.
- #2 *Humanities and Social Sciences* 1990. \$29.95.
- #3 *Biological, Agricultural and Health Sciences* 1990. \$35.95.
- #4 *Physical Sciences and Mathematics* 1990. \$27.95.
- #5 *Engineering and Applied Sciences* 1990. \$29.95.

5 volumes available. Peterson's Guides, Dept. 3607,
P.O. Box 2123, Princeton, NJ 08540.

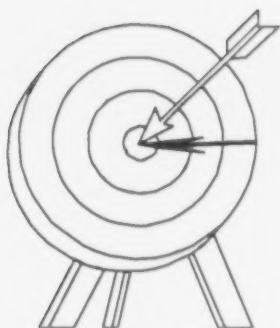
Putting Your Kids Through College Edelstein, Scott and the Editors of Consumer Reports Books. "A completely parent-oriented guide containing all the information necessary to help parents cope with putting their kids through college." 199 pages. \$12.00. Consumer Reports Books, 51 East 42nd Street, New York, NY 10017.

Oregon Schools This volume contains information on all public and private certified, accredited, and/or approved postsecondary schools in Oregon. \$45.00 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403. 1991-92 edition.

Selective Guide to Colleges Fiske, Edward. \$10.95. Fourth revised edition. 291 colleges are examined. New York Times Co., Inc., Three Park Avenue, New York, NY 10016.

Oregon Short-Term Training Programs This book contains comprehensive and current information on over 1,400 training programs of one year or less in Oregon and surrounding areas. \$35 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403. 1991-92 edition.

Oregon Programs of Study and Training Describes programs of study and training for postsecondary education and provides up-to-date lists of the Oregon institutions where they are offered. \$35.00. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403. 1991-92 edition.



Educational Guidance

Campus Daze: Easing the Transition from High School to College Gibbs, George. \$3.50, plus \$2.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1990.

Campus Pursuit: How to Make the Most of The College Visit and Interview Ripple, G. Gary. \$3.50, plus \$2.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1991.

Campus Visits and College Interviews Schneider, Zola Dincin. A Complete Guide for College-Bound Students and Their Families. "Must reading for students and parents". The author explains why campus visits are so important and how to plan for them. 130 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1987.

College Board Guide to Preparing for the PSAT/NMSQT, The 157 pages. \$8.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

College Bound The Student's Handbook for Getting Ready, Moving In, and Succeeding on Campus. Kaye, Evelyn and Gardner, Janet. 159 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

College Match: A Blueprint for Choosing the Best School for You! Antonoff, Steven R, and Friedemann, Marie A. \$6.00, plus \$2.00 handling. Octameron Associates, PO Box 2748, Alexandria, VA 22301. 1991.

College Planning/Search Book \$10.00. American College Testing Program, P.O. Box 168, Iowa City, IA 52443. 1991-92.

College Times Covers the entire admissions planning process for college-bound students. Only available in packages of 50 for \$15.00. College Board Publications, Box 886, New York, NY 10101-0886. 1990.

Countdown to College Schneider, Zola Dincin and Kalb, Phyllis D. "Shows students how to use their high school years to be really prepared for college." 140 pages. \$9.95. College Board Publications, Box 886, New York, NY 10101-0886. 1989.

Finding and Following Job Leads - Job Search and Employment Information Provides the popular CIS Job Search information in printed form. This new publication also introduces an excellent tool for locating employers in any area of the state or nation: a cross-reference between CIS occupations and the telephone book "Yellow Pages" headings. \$40.00 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene OR 97403. 1990 edition.

How to Help Your Teenager Find the Right Career Sheilds, Charles J. The parents' guide to helping their children explore their interests, identify their strengths, investigate career options, set rewarding achievable goals, make sound career choices. 200 pages. \$12.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

Index of Majors Guide to information about major programs of study at over 2800 colleges. 825 pages. \$14.95. College Board Publications, Box 886, New York, NY 10101-0886. 1990.

Job Search Notebook A handy pocket-sized booklet designed to help the job hunter collect facts needed for job search success. \$.75 each or \$.50 each for over 100 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403.

Jobs and Career Planning Mitchell, Joyce Slayton. To help students plan for their future employment. "Full of sensible strategies for the college-bound student." 306 pages. \$12.95. College Board Publications, Box 886, New York, NY 10101-0886. 1990.

Oregon Occupations, 1991-92 This book contains current and localized information on approximately 350 occupations, representing 95% of Oregon's labor market. \$45 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403.

Oregon Programs of Study and Training, 1991-92 This book describes programs of study and training for postsecondary education and provides up-to-date lists of the Oregon institutions where they are offered. \$35 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403.

Oregon Short-Term Training Programs, 1991-92 \$35 for CIS consortium members. Contains comprehensive and current information on over 1,400 training programs of one year or less in Oregon and surrounding areas. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403.

Ten SAT's Ten actual SAT tests plus advice from the College Board on how to prepare for them. 304 pages. \$11.95. College Board Publications, Box 886, New York, NY 10101-0886. 1990.



Scholarships and Other Financial Aid

A's & B's of Academic Scholarships, The Klosky, Deborah. \$6.00 plus \$2.00 for handling. Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. 1991.

College Cost Book, The Helps families get needed financial aid for college by providing step-by-step advice on what to do, how to do it, and when to do it. 295 pages. \$13.95. College Board Publications, Box 886, New York, NY 10101-0886. 1990.

College Grants from Uncle Sam: Am I Eligible and for How Much? \$3.00 plus \$2.00 for handling. Demystifies the "validation process" of the federal Pell Grant and helps families prepare for it. Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. 1991.

College Loans from Uncle Sam: The Borrower's Guide that Explains it All \$3.00 plus \$2.00 for handling. Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. 1991.

College Money Book, The Hawes, Gene and Brownstone, David. Guide to low-cost, high-quality colleges. \$12.95. Bob-Merrill Co., Inc., 630 Third Avenue, New York, NY 10017. 1984.

Don't Miss Out Leider, Robert and Anna. This publication covers the spectrum of scholarships, grants, loans and personal finance techniques and will link students with every form of aid for which they are qualified. \$6.00 plus \$2.00 handling. Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. 1991.

Financial Aid Officers: What They Do to You and For You Moore, Donald. \$3.00 plus \$.50 for handling. 4th edition. Octameron Associates, P.O. Box 3437, Alexandria, VA 22302. 1988.

Bear's Guide to Money for College Bear, John. How to locate and obtain money for college from numerous sources such as private foundations, big corporations, the military, athletic departments and the government. Contains helpful addresses. \$5.95. Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707. 1984.

Guide to Oregon Foundations, The Information on financial awards and scholarships offered by various Oregon foundations. \$25.00. United Way, 718 West Burnside, Portland, OR 97209. 1991.

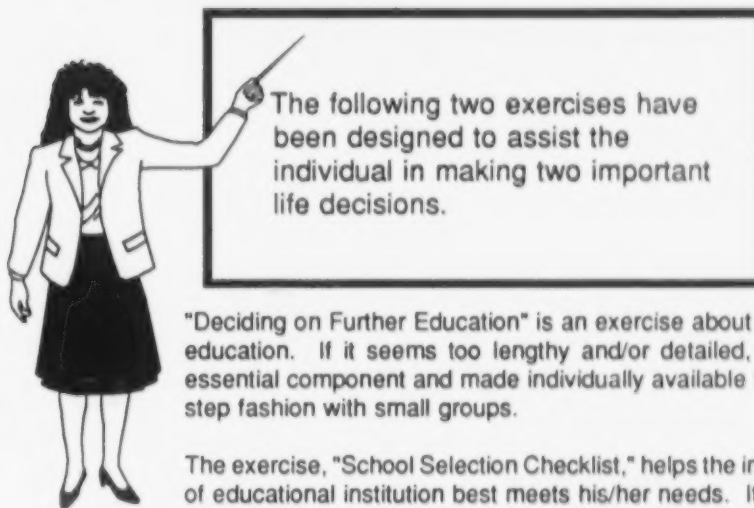
How to Pay for Your Children's College Education Krefetz, Gerald. Helps parents understand the various ways to pay for college, including trusts and loans, borrowing and gifts, income-shifting strategies, college loans and tuition programs, and scholarships. 158 pages. \$12.95. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

Meeting College Costs Only available in packages of 50 for \$7.00. College Board Publications, Box 886, New York, NY 10101-0886. 1988.

Need a Lift? An annually revised handbook published as a part of The American Legion's Education Program, contains sources of career, scholarship and loan information for not only children of veterans but for all children. \$2.00 prepaid. Emblem Sales, ATTN: Need a Lift?, P.O. Box 1050, Indianapolis, IN 46206.

Oregon Financial Aid - Grants, Loans, and Scholarships This book describes the major sources of financial aid for college and postsecondary vocational education. It contains an overview which answers common questions about financial aid and information about specific national, state, and local scholarships. \$50.00 for CIS consortium members. Oregon Career Information System, 1787 Agate Street, Eugene, OR 97403. 1991-92.

College Guidance Activities for Students



The following two exercises have been designed to assist the individual in making two important life decisions.

"Deciding on Further Education" is an exercise about whether or not to pursue further education. If it seems too lengthy and/or detailed, it can easily be reduced to its essential component and made individually available to students or used in a step-by-step fashion with small groups.

The exercise, "School Selection Checklist," helps the individual in determining what kind of educational institution best meets his/her needs. It also can be abridged and used by the student individually or in small groups. Using either or both of these counseling exercises should lead to a more rational and intelligent decision-making process.

Deciding on Further Education

Should I pursue further education? Whether or not to pursue further education is something only you can decide. In making this decision, there are some important things to keep in mind. First, for most people and jobs today, some kind of education or training beyond high school is either desired and necessary. Second, the great variety of educational programs and the ease of entering many of them can make further education a real possibility for you; the educational opportunities available today range from those lasting for a few weeks to those that may involve four or more years of study. Third, if you think the cost will prevent you from taking advantage of an educational opportunity, then you should know that each year millions of dollars in financial aid are given to people who have financial need.

The main point here is that further education can truly become a reality for you. What needs to be decided, then, is whether or not you want additional education, and if so, how you can begin to pursue that goal.

How do I start deciding? Probably the first and most important thing to consider is whether or not additional education is something you want, need, and feel is right for you and, if so, what kind of educational program will best meet your needs. The best way to do this is by asking yourself some questions. Some of the questions you might ask are:

- What are my values? What do the things I value have to do with acquiring more education?
- What are my interests? Do my interests require that I seriously consider further education?
- What are my abilities? Will my abilities allow me to effectively pursue the educational program I value and in which I'm interested?
- What are my life goals and what kind of life style do I want for myself? How will an educational program help me have the kind of life I want?
- How much of a risk am I willing to take to get what I want? What kinds of risks will I take in order to reach my goals?

How can I begin to answer these questions? First, in order to begin answering these questions and to develop some alternative courses of action, you'll need to gather information.

- Talk to others about the questions, ideas, and interests you have -- parents, friends, teachers, counselors, and people working in the field in which you may be interested.
- Arrange to take an aptitude and a vocational interest test, if possible, through your school counselor.
- Use the educational and career information materials that are available in your school or in the public library. In particular, college catalogs, *The College Handbook*, and the *Occupational Outlook Handbook* may be very helpful.
- Find out if you have access to the Career Information System. It may be available in your school or at a nearby community college. Involving yourself in CIS will help you identify possible career directions by matching your interests, values, and abilities to particular occupations and educational programs, and also tell you where to find more information on them. But remember that the Career Information System is just a tool for career exploration and cannot tell you what the "right" career is for you.
- Contact any agencies, businesses, institutions, or organizations that you have an interest in or questions about.

How can I use the information I've gathered?

- First, develop and identify some different plans of action for yourself. Take the information you have and work out several possible courses of action; for example, full-time work, college, or a part-time work and school combination.
- Next, consider the possible outcomes or consequences of those different plans. Here you must think about what might happen if you followed through on each of the alternate plans: how good are the chances that each of the plans will turn out the way you want.
- At this stage you should try to determine what chance (poor, fair, good, or excellent) your several plans have of actually happening. Some of your plans might be quite good, but there may be little chance that you can follow through on them.
- Now evaluate your plans and their possible results on the basis of your values, goals, and the risks you are willing to take in choosing one plan over another. What is most important at this point is deciding on how much of a chance you are willing to take to get what you want for yourself.
- Finally, choose a particular plan of action. It may involve going to work right now, continuing in your present line of work, work and formal education in combination, full-time pursuit of a formal educational program, or some other direction. It may or may not turn out the way you would have liked. However, nobody can be one hundred percent sure at the time a decision is made that it will end up exactly as was planned or desired.

School Selection Checklist

In deciding about the type of college which is right for you, there are two basic sets of characteristics to be considered.

First, there is the factual information, such as the programs of study, type of institution, entrance requirements, costs, degree requirements, housing, availability of financial aid, student services, size and location.

Secondly, there are those characteristics that are more difficult to consider because they include the "feel" or atmosphere of the campus. This is especially important because no one school can appeal to all people. Because this element in your decision-making process is so personal and individual, it can best be considered by visiting the campus and talking with people from the college or school itself.

The following checklist is designed to help you identify those characteristics that will be important to you in selecting a particular school or college. Under each category, check those items that meet your preferences or needs. After completing the checklist you should have a clear idea of the type of school or college you want to attend.

Type of Institution

- ☐ Public two-year college
- ☐ Independent two-year college
- ☐ Public four-year college or university
- ☐ Independent four-year college or university
- ☐ Private trade and vocational school

Geographic Location

- ☐ An urban environment
- ☐ A rural environment
- ☐ Within 50 miles of home
- ☐ Located in a large city (over 500,000)
- ☐ Located in a medium city (50,000 to 500,000)
- ☐ Located in a small city or town (10,000 to 50,000)
- ☐ Located in a very small town (less than 10,000)
- ☐ Within the state of Oregon
- ☐ Out of the state of Oregon

Size by Total Enrollment

- ☐ Below 1,000 (very small)
- ☐ Between 1,000-5,000 (small)
- ☐ Between 5,000-10,000 (medium)
- ☐ Between 10,000-20,000 (large)
- ☐ 20,000 or over (very large)

Student Body

- ☐ Men only
- ☐ Women only
- ☐ Coeducational (men and women)

Religious Preference

- ☐ Church related
- ☐ Non-church related

Housing

- ☐ Residence halls for men only available
- ☐ Residence halls for women only available
- ☐ Coed residence halls available (men and women in same building)
- ☐ Special interest resident halls available (music, international, fitness)
- ☐ Freshmen may choose their own housing
- ☐ Freshmen required to live on campus or in college approved housing
- ☐ Fraternities or sororities available
- ☐ Apartments and/or houses readily available
- ☐ Live at home and commute

Cost (Tuition, fees, room, board, and transportation annually)

- ☐ Under \$1,500
- ☐ \$1,500-\$3,000
- ☐ \$3,000-\$8,000
- ☐ \$8,000 or over

Financial Aid Plans

- ☐ No aid required for you to attend
- ☐ Some financial aid required for you to attend
- ☐ Complete or nearly complete financial aid required for you to attend
- ☐ Part-time work required for you to attend

Programs of Study

- ☐ Agricultural, Natural Resources, and Forestry
- ☐ Architecture
- ☐ Biological Sciences
- ☐ Business and Management
- ☐ Communications
- ☐ Computers and Information Sciences
- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Engineering Technology
- ☐ Fine and Applied Arts
- ☐ Foreign Languages
- ☐ Health Services
- ☐ Home Economics
- ☐ Interdisciplinary Studies
- ☐ Journalism
- ☐ Letters (English, Philosophy, Speech)
- ☐ Mathematics
- ☐ Music
- ☐ Physical Sciences
- ☐ Psychology
- ☐ Public Affairs and Services
- ☐ Social Sciences
- ☐ Undecided
- ☐ Other

Special Programs

- ☐ Advanced Placement
- ☐ CLEP (College Level Examination Program)
- ☐ Honors Program
- ☐ Independent Study
- ☐ Minority and Low Income Student Programs
- ☐ Study Abroad
- ☐ Summer Session

Military Training

- ☐ Air Force ROTC
- ☐ Army Flight Training
- ☐ Army ROTC
- ☐ Navy/Marine ROTC

Courses in Special Fields of Interest

- ☐ Women's studies
- ☐ Black studies
- ☐ Native-American studies
- ☐ Asian-American studies
- ☐ Hispanic studies
- ☐ Ecological/Environmental studies

Other Important Considerations

- ☐ Student government
- ☐ Drama, theater
- ☐ Fraternities
- ☐ Sororities

Other Important Considerations - continued

- ☐ Intramural athletics
- ☐ Intercollegiate athletics
- ☐ Band, orchestra, choral groups
- ☐ Radio, television
- ☐ Newspaper
- ☐ Minority student unions
- ☐ Religious organizations
- ☐ Political organizations
- ☐ Movie and film series on campus
- ☐ Other

Now that you have completed the checklist, review and list the characteristics you have checked. This list of characteristics will give you a better "picture" of the kind of school that may best fit your needs. You can use your "picture" as a guide in comparing schools and programs and in finally selecting the school you want to attend.

In doing so, check the two-year and four-year public colleges and universities listed in publications such as *The College Handbook*, CIS publications, and college catalogs. Also, it is extremely important to personally visit schools and to talk with people who have attended them.

Questions for Students to Ask About College

1. Is the college a part of the surrounding community or set apart from it? Is it in or near a city or town, or is it a self-contained unit?
2. What are the basic and alternative means of admission?
3. How many men/women are enrolled?
4. What is the ratio of resident students to commuting students?
5. Are there many students from other countries?
6. What is the student-faculty ratio and what does this mean for a student?
7. What academic programs or areas of study are emphasized?
8. What are the housing regulations?
9. What kinds of housing are available?
10. What cultural and recreational opportunities are present in the area?
11. How approachable are members of the faculty and administration?
12. How complete is academic advising and how available is the academic advisor assigned to me?
13. What level of academic performance is required to stay in school?
14. Can qualified students transfer to professional schools with the preprofessional programs you offer?
15. How wide is the range of activities in political, athletic and other extra-curricular interests?
16. How active is the student government?
17. What kinds of general regulations are there for students?
18. What special interest groups are active on campus?
19. What kind of laundry and shopping facilities are available?
20. Can I choose my roommates?
21. How complete is the health center?
22. How much does your school cost a year?
23. What type of financial aid is available?
24. Do you have any special ways students may pay the costs to attend?
25. What are some projections for the future of the college?

26. What changes are anticipated in admissions policies, curriculum, student body composition, and other key areas?
27. What have formal and informal campus studies of "drop-outs" indicated?
28. Are there adjustment problems which are common on the campus in the first few months of transition from high school to college?
29. What percentage of students change majors?
30. Are patterns of change more evident in certain fields than in others?
31. What types of teaching-learning situations is the student likely to encounter?
32. What kinds of recreational activities are most common in student life?
33. Does social activity center on or off campus?
34. What types of post-graduate activity are typical of the most recent graduates?

Career Information System (CIS)

CIS is another source of information and means through which counselors can help students, and students can help themselves become better prepared to take full advantage of visits by college representatives. CIS provides current educational and occupational information to students and clients in schools and social agencies in Oregon. The purpose is to improve educational and occupational decisions.

CIS is designed for student use, thereby freeing counselors to counsel. CIS consists of several independent but related components. Each user can start with any component and use whichever ones are pertinent.

Programs of Study and Training This set of descriptions describes course work, teaching methods, and degrees for all types of academic and vocational postsecondary programs. This information file also lists all Oregon schools with programs in the field of study.

Schools Facilitates comparison of sizes, costs, admissions requirements, housing, and services of all 200 postsecondary schools in Oregon. CIS computers also contain information on four-year and graduate institutions nationwide.

Quest An introductory questionnaire which helps students explore occupations related to their self-assessed interests and abilities.

Occupations CIS occupational categories cover more than 95 percent of the employment opportunities in Oregon and major kinds of work found elsewhere in the country. Descriptions include required aptitudes and skills, work setting, preparation, licensing, wages, current employment, and outlook. Occupations are clustered according to common, specific functions.

Job Search Tips for preparing resumes, filling out applications, preparing for interviews, and other job search skills.

Financial Aid Describes the major sources of financial aid for college and postsecondary vocational education. Includes information about specific national, state, and local scholarships. Over 1,000 scholarship entries are all cross-referenced by section type (talent, interest, academic major, organizational affiliation, need, etc.).

This information is stored in computers for rapid update. It may be accessed in any of 400 sites around the state through microcomputer or printed material.

CIS also provides several other career guidance software packages, including the High School Planner and Micro-SKILLS

CIS information is available in nearly every high school and community college in Oregon. It is also used by many counseling agencies and some colleges.

For further information, consult the CIS *Coordinator's Notebook* or see the CIS Coordinator in your building. If you need help locating CIS in your community or want more information, contact: Career Information System, 1787 Agate Street, University of Oregon, Eugene, OR 97403, phone 346-3872. (Names of staff members on page 58.)

NACAC's Statement of Principles of Good Practice

(Adopted October 7, 1989)

Ethics in recruiting students and awarding scholarships provided the impetus for creating NACAC in 1937. As a reflection of that major purpose, one of the first actions taken by the founders was the creation of a Code of Ethics. After many years of reviewing, updating, and rewriting, this Code is today's Statement of Principles of Good Practice.

While the Code originally applied only to NACAC members, the importance of ethical practices in the admission process for all institutions was recognized by those in the profession. As a result, a joint statement utilizing the basic philosophy of NACAC's Code of Ethics was developed in tandem with the American Association of Collegiate Registrars and Admissions Officers and the College Board, and was endorsed by the American Council on Education, the National Association of Secondary School Principals, and the American School Counselors Association.

The Statement of Principles of Good Practice is reviewed annually and revised to reflect new concerns for ethical admission practices and policies.

High schools, colleges, universities, other institutions and organizations, and individuals dedicated to the promotion of formal education believe in the dignity, the worth, and the potentialities of every human being. They cooperate in the development of programs and services in postsecondary counseling, admission, and financial aid to eliminate bias related to race, creed, gender, sexual orientation, age, political affiliation, national origin, and disabling conditions. Believing that institutions of learning are only as strong ultimately as their human resources, they look upon counseling individual students about their postsecondary plans as a fundamental aspect of their responsibilities.

They support, therefore, the following Statement of Principles of Good Practice for members of the National Association of College Admission Counselors:

I. Admission Promotion and Recruitment

A. College and University Members Agree That They Will:

1. Ensure that admission counselors are viewed as professional members of their institutions' staff. As professionals, their compensation shall take the form of a fixed salary rather than commissions or bonuses based on the number of students recruited.
2. Be responsible for the development of publications, written communications, and presentations, i.e., college nights, college days, and college fairs, used for their institution's promotional and recruitment activity. They will:
 - a) State clearly and precisely the requirements for secondary school preparation, admission tests, and transfer student admission.

- b) Include a current and accurate admission calendar. If the institution offers special admission options such as early admission, early action, early decision, early notification, or waiting list, the publication should define these programs and state deadline dates, notification dates, required deposits, refund policies, and the date when the candidates must reply. If students are placed on wait lists or alternate lists, the letter which notifies the students of the placement should provide past history which describes the number of students placed on the wait list and the number offered admission. Finally, if summer admission or mid-year admission is available, students should be made aware of the possibility in official communication from the institutions.

- c) Give precise information about costs, opportunities, and requirements for all types of financial aid, and state the general relationship between admission practices and policies and financial aid practices and policies.
 - d) Describe in detail any special programs, including overseas study, credit by examination, or advanced placement.
 - e) Include pictures and descriptions of the campus and community which are current and realistic.
 - f) Provide accurate information about the opportunities/selection for institutional housing, deadline dates for housing deposits, housing deposit refunds, and describe policies for renewal availability of such institutional housing.
 - g) Indicate that the institution is a NACAC member and has endorsed the principles contained in this Statement.
3. Exercise appropriate responsibilities for all people whom the institution involves in admission, promotional, and recruitment activities (including their alumni, coaches, students, faculty, and other institutional representatives) and educate them about the principles outlined in this Statement. Colleges and universities which engage the services of admission management or consulting firms shall be responsible for assuring that such firms adhere to this Statement.
4. Speak forthrightly, accurately, and comprehensively in presenting their institutions to counseling personnel, prospective students, and their families. They will:
- a) State clearly the admission requirements of their institutions, and inform students and counselors about changed admission requirements so that candidates will not be diversely affected in the admission process.
 - b) State clearly all deadlines for application, notification, housing, and candidates' reply requirements for both admission and financial aid.
 - c) Furnish data describing the currently enrolled freshman class. Describe in published profile all members of the enrolling freshman class. Subgroups within the profile may be presented separately because of their unique character or special circumstances.
 - d) Not use disparaging comparisons of secondary or postsecondary institutions.
 - e) Provide accurate information about the use/roll of standardized testing in their institutions' admission process.
5. Not use unprofessional promotional tactics by admission counselors and other institutional representatives. They will:
- a) Not contract with secondary school personnel for remuneration for referred students.
 - b) Not contract with placement services which require a fee from the institution for each student enrolled.
 - c) Not encourage students to transfer if they have shown no interest in doing so.
 - d) Not compromise the goals and principles of this statement.
6. Refrain from recruiting students who are enrolled, registered, or have declared their intent or submitted a contractual deposit with other institutions unless the students initiate inquiries themselves, or unless cooperation is sought from institutions which provide transfer programs.
7. Understand the nature and intent of all admission referral services utilized by their institution (including their alumni, coaches, students, faculty and other institutional representatives) and seek to ensure the validity/professional competency of such services.

B. Secondary School Members Agree That They Will:

1. Provide a program of counseling which introduces a broad range of postsecondary opportunities to students.
2. Encourage students and their families to take the initiative in learning about colleges and universities.
3. Invite college and university representatives to assist in counseling candidates and their families about college opportunities.
4. Not use disparaging comparisons of secondary or postsecondary institutions.
5. Establish a policy with respect to secondary school representatives for the release of students' names. Any policy which authorizes the release of students' names should provide that the release be made only with the students' permission consistent with state law and local regulations. That permission may be a general consent to any release of the students' names. Secondary school representatives shall, in releasing students' names, be sensitive to the students' academic, athletic or other abilities.
6. Refuse any reward or remuneration from a college, university, or private counseling service for placement of their school's students.
7. Be responsible for all personnel who may become involved in counseling students on postsecondary options available and educate them about the principles in this Statement.
8. Be responsible for compliance with state/federal regulations with respect to the students' rights to privacy.
9. Not guarantee specific college placement.

10. Give precise information about the opportunities and requirements for all types of financial aid.

11. Indicate that the institution is a NACAC member and has endorsed the principles in this Statement.

C. Independent Counselor Members Agree That They Will:

1. Provide a program of counseling which introduces a broad range of postsecondary opportunities to students.
2. Encourage students and their families to take initiative in learning about colleges and universities.
3. Invite college and university representatives to assist in counseling candidates and their families about college opportunities.
4. Not use disparaging comparisons of secondary or postsecondary institutions.
5. Refuse unethical or unprofessional requests (e.g., for names of top students, names of athletes) from college or university representatives (e.g., alumni, coaches, or other agencies or organizations).
6. Refuse any reward or remuneration from a college, university, agency, or organizations for placement of their clients.
7. Be responsible for all personnel who may become involved in counseling students on postsecondary options and educate them about the principles in this Statement.
8. Be responsible for compliance with state/federal regulations with respect to the students' rights to privacy.
9. Not guarantee specific college placement.

10. Give precise information about opportunities and requirements for all types of financial aid.
 11. Provide advertisements or promotional materials which are truthful and do not include any false, misleading, or exaggerated claims with respect to services offered.
 12. Communicate with the school counselor about students whenever and wherever possible.
 13. Consider donating time to students who need the services of an independent counselor but who are unable to pay.
 14. Indicate that the NACAC member has endorsed the principles in this Statement.
- D. All other members providing college admission counseling services to students agree to adhere to the principles in this Statement.**
- E. College fairs, clearinghouses, and matching services that provide liaison between colleges/universities and students shall be considered a positive part of the admission process if they effectively supplement other secondary school guidance activities and adhere to this statement.**
3. Notify high school personnel when the institution's admission selection committee includes students.
 4. Not apply newly-revised requirements to the disadvantage of a candidate whose secondary school courses were established in accordance with earlier requirements.
 5. Notify candidates as soon as possible if they are clearly inadmissible.
 6. Admit candidates on the basis of academic and personal criteria rather than financial need.
 7. Not require candidates or the secondary schools to indicate the order of the candidates' college or university preferences, except under early decision plans.
 8. Not make offers of admission to students who have not submitted admission applications.
 9. Permit candidates to choose, without penalty, among offers of admission and financial aid until they have heard from all the colleges and universities to which they have applied, or until May 1, whichever is earlier. Both need-based and merit-based awards are covered by this principle. Requests by colleges concerning on-campus student housing deposits are also covered by this principle.

II. Admission Procedures

A. College and University Members Agree That They Will:

1. Accept full responsibility for admission decisions and for proper notification of those decisions to candidates and, when possible, to their secondary schools.
2. Receive information about candidates in confidence and respect completely, consistent with federal, state, or local regulations, the confidential nature of such data.
10. Ensure that a waiting list, if necessary, be of reasonable length and be maintained for a reasonable period of time.
11. State clearly the admission procedures for transfer students by informing candidates of deadlines, documents required, courses accepted, and course equivalency and other relevant policies.

12. Inform students and counselors about new or changed requirements which may adversely affect candidates who have met all required deadlines, deposits, and commitments according to the students' original notification from the institution.
 13. Exercise their responsibility to the entire educational community.
 14. Accept for the purposes of documenting student academic records, only official transcripts in the admission or registration process which come directly from the counseling, guidance, or registrar's offices of the institution(s) the candidate attends or has attended, or from other appropriate agencies.
- B. Secondary School Members Agree That They Will:**
1. Provide, in a timely manner, for colleges and universities accurate, legible, and complete official transcripts for the school's candidates.
 2. Provide colleges and universities with a description of the school's marking system which may include the rank in class and/or grade point average.
 3. Provide a school profile which will:
 - a) Clearly describe special curricular opportunities (e.g., honors, Advanced Placement courses, seminars) and a comprehensive listing of all courses with an explanation of unusual abbreviations and any information required for proper understanding.
 - b) Be a true and accurate statement with regard to test score information for all students in the represented class cohort groups who participated in college admission testing.
 4. Provide accurate descriptions of the candidates' personal qualities which are relevant to the admission process.
5. Report any significant changes in candidates' academic status or qualifications between the time of recommendation and graduation, consistent with federal, state, or local regulations..
 6. Urge candidates to understand and discharge their responsibilities in the admission process. Candidates will:
 - a) Comply with requests for additional information in a timely manner.
 - b) Respond to institutional deadlines and refrain from stockpiling acceptances.
 - c) Refrain from submitting multiple deposits or making multiple commitments.
 - d) Respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
 7. Not reveal, unless authorized, the candidates' college or university preferences.
 8. Advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
 9. Exercise their responsibility to the entire educational community.
 10. Counsel students and their families to file a reasonable number of applications.
 11. Counsel students and their families to notify other institutions when they have accepted an admission offer.
- C. Independent Counselor Members Agree That They Will:**
1. Urge candidates to recognize and discharge their responsibilities in the admission process. Candidates will:
 - a) Comply with requests for additional information in a timely manner.
 - b) Respond to institutional deadlines and refrain from stockpiling acceptances.

- c) Refrain from submitting multiple deposits or making multiple commitments.
 - d) Respond to institutional deadlines on housing reservations, financial aid, health records, and course prescheduling, where all or any of these are applicable.
2. Not reveal, unless authorized, the candidates' college or university preferences.
 3. Advise students and their families not to sign any contractual agreement with an institution without examining the provisions of the contract.
 4. Exercise their responsibility to the entire educational community.
 5. Counsel students and their families to file a reasonable number of applications.
 6. Follow the process recommended by the candidates' high school for filing college applications.
- D. All other members providing college admission counseling services to students agree to adhere to the principles in this Statement.**

III. Standardized Testing

Members accept the principle that fairness in testing practices should govern all institutional policies. Because test results can never be a precise measurement of human potential, members commit themselves to practices that eliminate bias of any kind, provide equal access, and consider tests as only one measure in admission/counseling practices.

A. College and University Members Agree That They Will:

1. Use test scores and related data discretely and for purposes that are appropriate and validated.

2. Provide prospective students with accurate and complete information about the use of test scores in the admission process.
3. Refrain from using minimum test scores as the sole criterion for admission, thereby denying certain students because of small differences in scores.
4. Use test scores in conjunction with other data such as school record, recommendations, and other relevant information in making decisions.
5. Encourage the use of all pertinent information, not just test scores, as appropriate measures of institutional rank or admission selectivity.
6. Conduct institutional research to inquire into the most appropriate use of tests for admission decisions.
7. Refrain from using tests, as they pertain to the admission of students and to the packaging of financial aid, to discriminate against students whose scores may reflect socio-economic status, race, gender, disabling conditions, and/or ethnic background.
8. Educate staff in understanding the concepts of test measurement, test interpretation, and test use so they may make informed admission decisions from the test data.
9. Counsel students to take only a reasonable number of tests and only those necessary for their postsecondary plans.
10. Maintain the confidentiality of test scores.
11. Publicize clearly policies relating to placement by tests, awarding of credit, and other policies based on test results.

12. Include in published profiles all members of the enrolling freshman class. Sub-groups within the profile may be presented separately because of their unique character or special circumstances. Clear explanations of who is included in the sub-group populations should be made.

A. Secondary School Members Agree That They Will:

1. Inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
2. Be sensitive to the limitations of standardized tests and counsel students with these limitations in mind.
3. Inform students about the use and validity of test scores, both for admission and as measures of potential and ability.
4. Counsel students and families on how test scores may be used in the admission process by colleges and universities.
5. Counsel students to take only a reasonable number of those tests necessary for their postsecondary plans, without regard to the impact the test results may have on the school profile report.
6. Seek to alleviate the anxiety associated with tests by counseling students carefully and by expressing concern for the whole student, not just the college placement facet.
7. Counsel students and families about data, other than test results, that may be submitted as part of the application process.
8. Counsel students about test preparation programs and inform them about alternative programs and/or approaches.
9. Release and report test scores only with students' consent.

10. Avoid comparing colleges/universities solely on the basis of test scores.
11. Avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
12. Work with other school officials and other groups to keep test results confidential and in perspective.
13. Provide a school profile which will be a true and accurate statement with regard to test score information for all students in the represented class cohort group who participated in college admission testing.

B. Independent Counselor Members Agree That They Will:

1. Inform students about what tests they need for admission, where they may take them, and how to interpret the results in their own contexts.
2. Be sensitive to the limitations of standardized tests and counsel students with these limitations in mind.
3. Inform students about the use and validity of test scores, both for admission and as measures of potential and ability.
4. Counsel students and families on how test scores may be used in the admission process by colleges and universities.
5. Counsel students to take only a reasonable number of tests and only those necessary for their postsecondary plans.
6. Seek to alleviate the anxiety associated with tests by counseling students carefully and by expressing concern for the whole student, not just the college placement facet.
7. Counsel students and families about data, other than test results, that may be submitted as part of the application process.

8. Counsel students about test preparation programs and inform them about alternative programs and/or approaches.
9. Release and report test scores only with students' consent.
10. Avoid comparing colleges/universities solely on the basis of test scores.
11. Avoid undue emphasis on test scores as a measure of students' potential and ability when representing students to colleges and universities.
12. Work with other school officials and other groups to keep test results confidential and in perspective.
4. Employ methods in determining the financial contribution of candidates' families, which assess ability to pay in a consistent and equitable manner, such as those developed by the College Scholarship Service, the American College Testing Program, and other needs analysis services.
5. State clearly to candidates for admission the total yearly cost of attending the institutions, and report to students seeking financial aid an estimate, after documentation, of the amount of aid which may be available to them.
6. Permit candidates to choose, without penalty, among offers of financial aid until they have heard from all the colleges and universities to which they have applied, or until May 1, whichever is earlier. Both need-based and merit-based awards are covered by this principle.
7. State clearly policies on renewal of financial aid.
8. Not publicly announce the amount of need-based aid awarded to candidates; however, amounts of no-need scholarship awards may be a matter of public record.
9. Not use financial need as a consideration in selecting students.
10. Notify accepted aid applicants of institutional financial aid decisions before the date by which a reply must be made to the offer of admission, assuming all forms are in on time.
11. Meet, to the extent possible within the institutions' capabilities, the full need of accepted students.
12. Make awards to students who apply for renewal of financial aid by reviewing their current financial circumstances and establishing the amount of aid needed.

IV. Financial Aid

Member institutions are encouraged to support the principle of distributing financial aid funds on the basis of proven financial need. No-need scholarship funds should not in any way reduce the total amount of funds available to students with demonstrated need.

A. College and University Members Agree That They Will:

1. Offer financial aid to candidates in the form of scholarships, grants, loans, or employment, either alone or in combination.
2. Strive, through their publications and communications, to provide students, families, and schools with factual information about their institutions' costs, aid opportunities, programs, and practices.
3. View financial aid from colleges, universities, and other sources as supplementary to the efforts of students' families when the students are not self-supporting.

13. Not make financial aid awards to students who have committed to attend other institutions unless the students initiate such inquiries.
14. Not make financial aid awards to students who have not submitted admission applications.
15. Refrain from withholding financial aid awards until the awards from the students' other college choices have been announced.
16. Refrain from changing the financial aid awards to match those of the students' other college choices.

B. Secondary School Members Agree That They Will:

1. Refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.
2. Advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.
3. Provide adequate opportunity within the school for all able students to receive special recognition for their accomplishments, thus making it unnecessary for colleges and universities to provide such honorary recognition through their financial aid programs.
4. Not guarantee financial aid or scholarship awards.

C. Independent Counselor Members Agree That They Will:

1. Refrain, in public announcements, from giving the amounts of financial aid received by individual students; however, amounts of no-need scholarship awards may be a matter of public record.

2. Advise students who have been awarded financial aid by non-collegiate sources that they have the responsibility to notify the college of the type and amount of such outside aid.
3. Not guarantee financial aid or scholarship awards.

D. All other members providing college admission counseling services to students agree to adhere to the principles in this Statement.

V. Advanced Standing Students and the Awarding of Credit

A. College and University Members Agree That They Will:

1. Design placement, credit, and exemption policies to augment educational placement opportunities, not to recruit students.
2. Evaluate student competency through the use of validated methods and techniques.
3. Define and publish in the institutions' pre-admission information the policies and procedures for granting credit.
4. Evaluate previously earned credit, published by the admitting college or university, in a manner which ensures the integrity of academic standards as well as the principle of fairness to the students.

B. Secondary School Members Agree That They Will:

1. Alert students to the full implications of college and university placement, credit, and exemption policies with regard to their educational planning and goals.
2. Make students aware of the importance of accreditation.

3. Make students aware of the possibilities of earning credit through both non-traditional educational experiences and examinations and alternative methods of instruction.

C. Independent Counselor Members Agree That They Will:

1. Alert students to the full implications of college and university placement, credit, and exemption policies with regard to their educational planning and goals.
 2. Make students aware of the importance of accreditation.
 3. Make students aware of the possibilities of earning credit through both nontraditional educational experiences and examinations and alternative methods of instruction.
- D. All other members providing admission counseling services to students agree to adhere to the principles in this Statement.**

College Course Work During High School

The concept of the student as a consumer in education has drawn attention to credit-by-examination as a means of saving time and money in attaining higher education credentials. Each of the seven undergraduate colleges and universities in the State System give credit-by-examination through *Institutional course challenge*, the *College Level Examination Program (CLEP)*, and *Advanced Placement (AP)*. Following a brief explanation of each of the programs below is a chart summarizing and outlining the credit given at each State System institution through the Advanced Placement Program and the College Level Examination Program. In addition, there are charts for AP & CLEP policies at *some* of the independent and community colleges. These charts are incomplete in that we have included only those institutions that chose to submit their AP & CLEP policies for inclusion. (See pages 87-110.)

Advanced Placement Program

The number of Oregon students taking Advanced Placement examinations has grown steadily. The program, administered by The College Board, has two basic parts: (1) course work; and (2) the examinations themselves.

Advanced Placement courses are set-up in high schools and taught by members of the faculty. No formal admission to the program is required to set-up a course. However, teachers usually read Advanced Placement course descriptions, consult with others teaching AP classes, and attend special seminars designed to help them set-up a curriculum. Often, PSAT scores are used to identify likely candidates for AP courses.

Classes may be specifically designed for students planning to take AP exams, or they may be regular classes in which supplemental work is required for students interested in Advanced Placement. In addition, each year the program has a large number of successful students who prepared for the exams through independent study. In hundreds of cases, these independent learners are the only AP candidates from their school.

For students who pass the AP exams, college credit is awarded to over 1,600 American colleges and universities. There are 23 examinations in 13 college subjects offered. See pages 93-94 for AP policies at State System colleges and universities.

Students may take the exams as early as the tenth grade; however, most students take them in their senior year. The fee for one three-hour test is \$65.00; \$5.00 may be retained by the high school.

Research by The College Board has shown that AP students earn above-average grades in college and are more likely to graduate with honors than non-AP students. Ninety percent of the AP students consider their advanced courses as the most valuable of all their high school classes.

Administrators, teachers or counselors interested in further information about AP may write: Lindy Daters, Suite 480, 2099 Gateway Place, San Jose, CA 95110 (408) 452-1400.

College Level Examination Program

The College Level Examination Program (CLEP) was originally established to provide college credit for the older student who had achieved college-level knowledge in experiences outside formal education. However, in addition to these "nontraditional" learners, CLEP has been widely used by students of traditional college age.

Some 1,800 colleges now grant credit for CLEP tests. There are two types of CLEP examinations: (1) the general exams which cover five liberal arts areas -- English composition, humanities, social sciences, natural sciences, and mathematics -- and (2) 47 subject matter exams covering business, education, foreign languages, statistics, and physical and social sciences.

CLEP success stories document individuals who accelerated their college career by two years or more by intense independent study and the use of CLEP exams. The fee is \$38 per examination, and \$38 for each additional examination taken at the same administration.

Course Challenge

Many institutions allow students to "challenge" a number of undergraduate courses for credit. This challenge is in the form of an examination which is usually prepared and administered by faculty members in the department offering the course. Generally, students may not challenge a course which duplicates credit previously earned -- or a course more elementary than one in which the student has already received credit. In addition, students are usually allowed only one attempt to acquire credit-by-examination for each course challenged.

Regulations on whether students receive a grade or a pass/no pass for the challenged course vary among departments and institutions. A typical challenge fee for each course challenged is \$15.00.

1991-92 CLEP and AP Credit Policies at State System Institutions

Charts on the following pages indicate the credit given at each State System institution through the College Level Examination Program (CLEP) and the Advanced Placement Program (AP). The left part of a column indicates a score, and the right part denotes the number of credit hours given for that score. In some cases, no credit is given for a particular score, but a course requirement may be waived. This is indicated on the chart by the letter "W" or "waive".

Credit Policies for "College Course Work Taught in High School" at Oregon Public and Pacific Northwest Independent Colleges

The information below is an attempt to establish and report to high school counselors the credit acceptance policies for "college level course work taught in high school" at selected Northwest colleges and universities. When using this information to inform and advise students, the following definitions and qualifications should be noted:

1. A "Yes" means in all cases that the course work will be accepted by the receiving college, but *only* if it is (1) college level and transferable, and (2) reported via the cooperating college's official transcript. The high school transcript alone *will not* suffice. Also, other conditions may apply, so please note Nos. 3. and 4. below.
2. A "No" means that in all cases, *no* such credit so acquired will be accepted for any students at any time.
3. "No Dual Credit" simply means that the receiving college will *only* accept the credit *if* it was not used to also meet the credit requirements for graduation from the student's high school. How the receiving college determines the use of credit varies, so the counselor or student should contact the college for details.
4. "Conditional" means that the receiving college makes the acceptance *and* application of such credit conditional in some way and/or decided on a case-by-case basis. Therefore, the counselor or student should contact the college for policy details and procedures.
5. Finally, all students should be encouraged to inform the college or colleges they plan to attend -- even before taking the course, if possible -- of their intention to transfer such college credit in order to clarify individual institutional policy and procedures for the proper and full transfer of the credit.

**Credit Acceptance Policies at Oregon Public and Pacific Northwest
Independent Colleges for College Course Work Taught in High School**

<u>Institution</u>	<u>Yes</u>	<u>No</u>	<u>No Dual Credit</u>	<u>Conditional</u>
Oregon Community Colleges				
Blue Mountain Community College	X			
Central Oregon Community College	X			
Chemeketa Community College	X			
Clackamas Community College	X			
Clatsop Community College	X			
Lane Community College	X			
Linn-Benton Community College	X			
Mt. Hood Community College	X			
Portland Community College	X			
Rogue Community College	X			
Southwestern Oregon Community College	X			
Tillamook Bay Area Community College Service District	X			
Treasure Valley Community College	X			
Treaty Oak Community College Service District	X			
Umpqua Community College	X			
Oregon State Colleges and Universities				
Eastern Oregon State College	X			
Oregon Institute of Technology	X			
Oregon State University	X			
Portland State University	X			
Southern Oregon State College	X			
University of Oregon	X			
Western Oregon State College	X			
Pacific Northwest Independent Colleges				
Bassett College	X			X
Columbia Christian College	X			X
Concordia College	X			
George Fox College	X			X
Gonzaga University				X
Lewis & Clark College			X	
Linfield College	X		X	
Marylhurst College	X			
Northwest Nazarene College	X			
Pacific Lutheran University	X			X
Pacific University	X			X
Reed College		X		
St. Martin's College	X		X	X
Seattle Pacific University	X			X
Seattle University	X			X
The College of Idaho	X			X
University of Portland	X			
University of Puget Sound	X			
Warner Pacific College	X			X
Western Baptist College	X		X	X
Whitman College	X			X
Whitworth College		X		
Willamette University	X			

Oregon State System of Higher Education
College Level Examination Program

	EOSC		OIT		OSU		PSU	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	500	5			500	9	500	9
Social Science-History	500	5			500	9	500	9
Natural Sciences	500	9			500	9	500	9
Subject Exam								
Afro-American History	□ 50	3						
American Government	50/65	3/5	50	3			52	6
American History I	50	5	50	9	■ 55	5		
American History II	50	5			■ 55	5		
American Literature	50	5	50	9				
Analysis & Interp. of Lit.	55	3	50	3				
Biology	49	10	50	■	■ 51	12	49	12
Calc. w/Analysis Geometry	□ 50	10						
Calc. w/Elem. Functions	50	8	50	5	50	8	50	8
College Algebra	49	4	50	4	47w/111		50	4
College Algebra-Trigonometry	50	4	50	8	50	4	50	4
Educational Psychology	50	2			50	4		
Elementary Comp. Prog. Fortran IV			50	3				
English Composition			50	6				
English Literature	54	9	50	3-6				
French Level I	50	12			44 +	8	50 (1)	12
French Level II	64	24			44 +	8	64 (1)	12
General Chemistry	49	10			50-55	9-15	48 (2)	9-11
General Psychology	50	5					50	6
Geology	□ 50	5						
German Level I	50	12			43 +	8	45 (1)	12
German Level II	64	24			43 +	8	64 (1)	12
Human Growth and Development	50	5	50	3	50	3		
Introduction to Business Management	50	3						
Introduction to Accounting	48	5	50	■			■ 65	9
Introduction to Business Law	51	3	50	3				
Introduction to Economics								
Introduction to Macroeconomics	■ 50	5	50	3	■ 50	3	50 (3)	3
Introduction to Microeconomics	■ 50	5	50	3	■ 50	3	50 (3)	3
Intro. Micro/Macroeconomics					■ □ 65	6		
Introduction to Marketing	48/61	3/5						
Introduction to Sociology	50	3	50	3			■ 50	Waive
Microbiology	□ 50	3						
Money and Banking					□ 50	3		
Spanish Level I	50	12			44 +	8	50 (1)	12
Spanish Level II	64	24			44 +	8	64 (1)	12
Statistics	□ 50	3	50	3	■ □ 50	3		
Tests and Measurements								
Trigonometry	49	5	50	4			50	4
Western Civilization I	■ 50	5	50	9	■ 55	5		
Western Civilization II	■ 50	5			■ 55	5		

- No longer given by CLEP, but receive credit on transcripts.
- Plus essay.
- ▲ Waives SOC 204, 205 as prerequisite for upper-division courses.
- Credit through CLEP exams which require lab work may be granted credit at the discretion of the academic department.

- (1) Credit limited to first or second year.
- (2) Satisfies Ch 201, 202, 203 or Ch 204, 205, 206 plus essay.
- (3) The passing of both micro and macro satisfies Ec 201, 202, 203.

Oregon State System of Higher Education
College Level Examination Program

	SOSC		OHSU / UO		WOSC	
	Score	Credit	Score	Credit	Score	Credit
General Exam						
Humanities	500	9	500	9		
Social Science-History	500	9	500	9	488	9
Natural Sciences			500	9		
Subject Exam						
Afro-American History						
American Government					50	3
American History I			50	4	50	6
American History II			50	4	50	3
American Literature	■ 50	9	50	9	50	9
Analysis & Interp. of Lit.	■ 55	3				
Biology	49	9	49	12	50	8
Calc. w/Analysis Geometry						
Calc. w/Elem. Functions	37	4			50	4
	48	8	60	8	50	4
College Algebra					50	4
College Algebra-Trigonometry					50	4
Educational Psychology	52	3				
Elementary Comp. Prog. Fortran IV						
English Composition	■ 50	6			50/25	6/3
English Literature	■ 54	9	■ 54	9		
French Level I					50	▲ 12
French Level II					50	▲ 12
General Chemistry	48	9	48	9	50	9
General Psychology	47	6			50/25	9/3
Geology					50	3
German Level I					50	▲ 12
German Level II					50	▲ 12
Human Growth and Development	50	5				
Introduction to Business Management						
Introduction to Accounting						
Introduction to Business Law	56	3	51	3		
Introduction to Economics	50	9			50	9
Introduction to Macroeconomics			54	3	50	9
Introduction to Microeconomics			54	3		
Intro. Micro/Macroeconomics						
Introduction to Marketing						
Introduction to Sociology	60	6				
	45-60	3-6				
	45	3	46	3	50	3
Microbiology						
Money and Banking						
Spanish Level I			50	4	50	12
Spanish Level II			54	8	52	16
			55	12	54	20
Statistics	48	6			56	24
	45	3			50	3
Tests and Measurements	48	3			50	3
Trigonometry					50	4
Western Civilization I	56	9			50	9
Western Civilization II						

■ Plus essay.

▲ Credit granted for first year foreign language only.

Oregon State System of Higher Education
Advanced Placement Program

	EOSC		OIT		OSU		PSU	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
American History	3-5	10	3-5	9	3-5	9	4-5	9
Art, History of	5	3	3-5	3-6	3-5	8		
Art, Studio (Portfolio)		✓				✓		
Biology	3-4	10			3	5		
	5	15	3-5	4-8	4-5	10	4-5	Waive
Chemistry	3-5	12	3-5	4-8	3-5	15	4-5	9
Classics, Virgil								
Classics, Lyric								
Computer Science A	4-5	4			4-5	4		
Computer Science AB	4-5	4			4-5	8		
Economics	3-5	5			4-5	6		
English Composition and Literature			3-5	6	3	3	3	3
					4-5	9	4-5	12
English Language and Composition	4-5	10			3	3		
	3-5	15			4-5	9	3-5	9
European History	3-5	10	3-5	3-6	3-5	6	4-5	9
French Language	3	12			2	Waive	3	12
	4	20			3	8	4	27
	5	24	3-5	3-6	4	12	5	36
French Literature	3	3			5	15		
	4	5						
	5	8	3-5	3-6				
German Language	3	12			2	Waive	3	12
	4	20			3	8	4	24
	5	24	3-5	3-6	4	12	5	33
German Literature	3	3			5	15		
	4	5						
	5	8	3-5	3-6				
Government and Politics, American	4-5	3			Ⓢ			
Government and Politics, Comp.	4-5	3						
Latin	3-5	12						
Mathematics, Calculus AB					2	Waive		
					3	4		Up to
	4-5	8	3-5	5-10	4-5	8	3-5	8
Mathematics, Calculus BC					2	Waive		
					3	8		Up to
	4-5	12	3-5	5-10	4-5	12	3-5	8
Music Listening/Lit.	3-5	2						
Music Theory	3-5	6			3-5	9		
Physics B	3-4	8						
	5	12	3-5	4-8	4-5	15	4-5	12
Physics C-Mechanics	3	6						
	4-5	10	3-5	4-8	4-5	4	4-5	12
Physics C-Electricity					4-5	4		
Spanish Language	3	12			2	Waive	3	12
	4	20			3	8	4	27
	5	24	3-5	3-6	4	12	5	36
Spanish Literature	3	3			5	15		
	4	5						
	5	8	3-5	3-6				

✓ Credit awarded based on program review.

Ⓢ Currently under review by department.

Oregon State System of Higher Education
Advanced Placement Program

	SOSC		OHSU / UO		WOSC	
	Score	Credit	Score	Credit	Score	Credit
American History	3-5	9	3-5	9	3-5	9
Art, History of			4-5	9		
Art, Studio (Portfolio)						
Biology			3	8		
Chemistry	3-5	9	4-5	12	3-5	12
Classics, Virgil	3-5	15	3-5	9	3-5	8-12
Classics, Lyric			3-5	3		
Computer Science A	4-5	4	3-5	6		
Computer Science AB	3	4	4-5	4		
Economics			3	4		
English Composition and Literature	3	9	4-5	8		
	3	9	3-5	6		
	3-5	15	3	9	3	15
			4	12	4-5	18
English Language and Composition			5	15		
	3	9	3	3		
			4-5	6		
European History	3-5	6	3-5	6	3-5	9
French Language	3	12	3	12		
	4-5	18	4-5	13	3-5	12
French Literature			3	12		
			4-5	13		
German Language	3	12	3	12		
	4-5	18	4-5	13	3-5	12
German Literature			3	12		
			4-5	13		
Government and Politics, American			3-5	3		
Government and Politics, Comp.			3-5	3		
Latin						
Mathematics, Calculus AB	3	4	3	4		
	4-5	8	4-5	8	3-5	4-8
Mathematics, Calculus BC	3	8	3	8		
	4-5	12	4-5	12	3-5	4-12
Music Listening/Lit.	3-5	9	3-5	9		
Music Theory			4-5	9		
Physics B			3	8		
	3-5	9	4-5	12		
Physics C-Mechanics			3	4		
	3-5	12	4-5	4		
Physics C-Electricity			3	4		
			4-5	4		
Spanish Language	3	12	3	12		
	4-5	18	4-5	13	3-5	12
Spanish Literature			3	12		
			4-5	13		

Oregon Community Colleges
College Level Examination Program

	Blue Mountain		Central Oregon		Chemeketa		Clackamas	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	500	9			500	9	500	9
Social Science-History	500	9					500	9
Natural Sciences	500	9	50	▲ 9	500	9	500	9
Mathematics								
English Composition					428	3		
Subject Exam								
American Government					50	6	52	6
American History I	50	9	● 50	9	50			
American History II			● 50	9	⊕ 50	9		
American Literature	50	9	● 50	9	⊕ 50	9		
Analysis & Interp. of Lit.								
Biology	49	12	49	12	51	12	49	12
Calc. w/Elem. Functions					50	10	50	8
Clinical Chemistry								
College Algebra					50	5	50	4
College Algebra-Trigonometry							50	4
Computers and Data Processing					50	3		
Elementary Comp. Prog. Fortran IV								
English Composition								
English Literature	50	9	50	9	54	9		
French Level I					50	12	(1) 50	12
French Level II					64	12	(1) 64	12
Freshman English								
Fundamentals of Nursing								
General Chemistry			50	12	50	15	(2) 48	9-11
General Psychology			*		50	9	50	6
Geology								
German Level I					50	12	(1) 45	12
German Level II					64	12	(1) 64	12
Human Growth and Development					50	3		
Introduction to Business Management			75	Ⓢ 3	50	3		
Introduction to Accounting			75	Ⓢ 3			● 65	9
Introduction to Business Law			75	Ⓢ 3	50	3		
Introduction to Economics								
Introduction to Macroeconomics					⊕ 50		(3) 50	3
Introduction to Microeconomics					⊕ 50	9	(3) 50	3
Intro. Micro/Macroeconomics								
Introduction to Marketing			75	Ⓢ 3				
Introduction to Sociology	50	9	50	3	50	6	▲ 50	Waive
Money and Banking								
Spanish Level I					50	12	(1) 50	12
Spanish Level II					64	12	(1) 64	12
Trigonometry					50	5	50	4
Western Civilization I			● 50		⊕ 50			
Western Civilization II			● 50		⊕ 50	9		

● Plus essay.

⊕ Must have score of 50 on both tests to receive credit.

Ⓢ Elective credits.

▲ Non-lab science credits.

* Tests will be individually evaluated if a student presents scores on admission.

▲ Waives SOC 204, 205 as prerequisite for upper-division courses.

(1) Credit limited to first or second year.

(2) Satisfies Ch 201, 202, 203 or Ch 204, 205, 206 plus essay.

(3) The passing of both micro and macro satisfies Ec 201, 202, 203.

Oregon Community Colleges
College Level Examination Program

	Clatsop		Lane		Linn-Benton		Mt. Hood	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	500	9	500	9	500	9	500	9
Social Science-History	500	9	500	9	500	9	500	9
Natural Sciences	500	9	500	9	500	9	500	12
Mathematics								
English Composition								
Subject Exam								
American Government	50	9			50	9		
American History I	50	9	50	4	50	3	50	3-9
American History II			50	4	50	3	50	3-9
American Literature	50	9	50	9	50	9	50	9
Analysis & Interp. of Lit.					50	9		
Biology			49	12	50	12	49	12
Calc. w/Elem. Functions			50	4				
			60	8	50	12	45	4
Clinical Chemistry								
College Algebra	47	4			50	4	50	4
College Algebra-Trigonometry					50	8	50	4
Computers and Data Processing								
Elementary Comp. Prog. Fortran IV								
English Composition	50	6			50	6		
English Literature			54	9	50	9	54	9
French Level I								
French Level II								
Freshman English			51	3				
Fundamentals of Nursing								
General Chemistry	48	9	48	9	50	12	50	10
General Psychology					50	6		
Geology								
German Level I								
German Level II								
Human Growth and Development								
Introduction to Business Management					50	3		
Introduction to Accounting	50	9			50	9		
Introduction to Business Law			51	3	50	4	51	3
Introduction to Economics	50	9						
Introduction to Macroeconomics	50	3	54	3	50	4	50	3
Introduction to Microeconomics	50	3	54	3	50	4	50	3
Intro. Micro/Macroeconomics								
Introduction to Marketing					50	4		
Introduction to Sociology	46	3	46	3	50	9	46	3
Money and Banking								
Spanish Level I			50	4	50	12		
Spanish Level II			54	8				
			55	12	60	12		
Trigonometry					50	4	50	4
Western Civilization I	49	9			50	9	50	9
Western Civilization II					50	9		

**Oregon Community Colleges
College Level Examination Program**

	Columbia Gorge Oregon Coast		Portland Tillamook Bay		Rogue		Southwestern Oregon	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	500	9	500	9	500	9		
Social Science-History	500	9	500	9	500	9	500	9
Natural Sciences	500	9	500	9	500	9	500	9
Mathematics								
English Composition								
Subject Exam								
American Government					*			
American History I	50	9	50	9	50	9	50	9
American History II					*			
American Literature	50	9	50	9	50	9		
Analysis & Interp. of Lit.					*			
Biology	49	12	49	12	50	12		
Calc. w/Elem. Functions	45	4	45	4	50	4	50	4-12
Clinical Chemistry					*			
College Algebra	50	4	50	4	50	4	50	4
College Algebra-Trigonometry					*		50	4-8
Computers and Data Processing					50	3		
Elementary Comp. Prog. Fortran IV					*			
English Composition								
English Literature	54	9	54	9	50	9		
French Level I					*			
French Level II					*			
Freshman English					*			
Fundamentals of Nursing					*			
General Chemistry	48	8	48	8	50	8		
General Psychology					*			
Geology					*			
German Level I					*			
German Level II					*			
Human Growth and Development					50	3		
Introduction to Business Management	50	3	50	3	*		45	4
Introduction to Accounting					*		50	4
							55	8
							60	9
Introduction to Business Law	51	3	51	3	51	3		
Introduction to Economics	50	9	50	9	50	9		
Introduction to Macroeconomics					50	3		
Introduction to Microeconomics					50	3		
Intro. Micro/Macroeconomics					*			
Introduction to Marketing					50	3	55	3
Introduction to Sociology	50	9	50	9	50	3	46	3
Money and Banking					50	3	45	3
Spanish Level I					*			
Spanish Level II								
					*			
Trigonometry					50	4	50	4
Western Civilization I					50	9		
Western Civilization II								

* Tests will be individually evaluated if a student presents scores on admission.

Oregon Community Colleges
College Level Examination Program

	Treasure Valley		Umpqua	
	Score	Credit	Score	Credit
General Exam				
Humanities	500	9	500	9
Social Science-History	500	9	500	9
Natural Sciences	500	9	500	9
Mathematics				
English Composition	500	6	500	6
Subject Exam				
American Government				
American History I	50	9	50	4
American History II			50	4
American Literature	50	9	50	9
Analysis & Interp. of Lit.				
Biology	50	12	49	12
Calc. w/Elem. Functions			50	4
			60	8
Clinical Chemistry				
College Algebra				
College Algebra-Trigonometry				
Computers and Data Processing				
Elementary Comp. Prog. Fortran IV				
English Composition				
English Literature	50	9	■ 54	9
French Level I				
French Level II				
Freshman English				
Fundamentals of Nursing				
General Chemistry	50	9	48	9
General Psychology				
Geology				
German Level I				
German Level II				
Human Growth and Development	50	3		
Introduction to Business Management	50	3		
Introduction to Accounting	50	12		
Introduction to Business Law	50	3	51	3
Introduction to Economics				
Introduction to Macroeconomics	50	3	54	3
Introduction to Microeconomics	50	3	54	3
Intro. Micro/Macroeconomics	50	3		
Introduction to Marketing	50	3		
Introduction to Sociology	46	3	46	3
Money and Banking				
Spanish Level I			50	4
Spanish Level II			54	8
			55	12
Trigonometry				
Western Civilization I	50	9		
Western Civilization II				

■ Plus essay.

**Oregon Community Colleges
Advanced Placement Program**

	Blue Mountain		Central Oregon		Chemeketa		Clackamas	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
American History			4-5	9	4-5	9	4-5	9
Art, History of					3-5	9		
Art, Studio (Portfolio)								
Biology	3-5	4-12	3-5	4-12	3-5	12	4-5	Waive
Chemistry			4-5	8-12	3-5	15	4-5	9
Classics, Virgil								
Classics, Lyric								
Computer Science A								
Computer Science AB								
Economics								
English Composition and Literature	3-5	3-6	4-5	3			3	3
							4-5	12
English Language and Composition			4-5	3	3-5	6	3-5	9
European History			4-5	9	4-5	9	4-5	9
French Language							3	12
	3-5	4-12	★		3-5	12	4	27
							5	36
French Literature			★					
German Language			★				3	12
	3-5	4-12			3-5	12	4	24
							5	33
German Literature			★					
Government and Politics, American					4-5	6		
Mathematics, Calculus AB					3	5		Up to
					4-5	10	3-5	8
Mathematics, Calculus BC					2	5		
					3-4	10		Up to
					5	14	3-5	8
Music								
Music History								
Music Theory							4-5	12
Physics B								
			4-5	8	3-5	8	4-5	12
Physics C								
			5	12				
Psychology			4-5	3				
Spanish Language							3	12
	3-5	4-12	★		3-5	12	4	27
							5	36
Spanish Literature			★					

☛ Contact Clatsop directly for information on their Advanced Placement Program.
Treasure Valley is the same as Linn-Benton with the exception of Classics, Virgil and European History.

☎ Elective credits.

★ Tests will be individually evaluated if a student presents scores on admission.

**Oregon Community Colleges
Advanced Placement Program**

	Lane and Umpqua		Linn-Benton		Mt. Hood		Oregon Coast	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
American History	3-5	9	3-5	9	3-5	* 3-9	3-5	9
Art, History of	4-5	9			3-5	* 3-9	3-5	9
Art, Studio (Portfolio)								
Biology	3	8			3	8	3	8
	4-5	12	3-5	12	4-5	12	4-5	12
Chemistry	3-5	9	3-5	15	3-5	*	3-5	9-15
Classics, Virgil	3-5	3	3-5	3				
Classics, Lyric	3-5	6						
Computer Science A	4-5	4	3-5	4				
Computer Science AB	3	4						
Economics	3-5	6						
English Composition and Literature	3	9			3	*	3	3
	4-12	5-15			4-5	* 12	4-5	12
English Language and Composition	3	3						
	4-5	6	3-5	9	3-5	* 3-9	3-5	9
European History	3-5	9	3-5	9			3-5	9
French Language	3	12			3-5	*	3-5	9-15
	4-5	13						
French Literature	3	12						
	4-5	13						
German Language	3	12			3-5	*	3-5	9-15
	4-5	13						
German Literature	3	12						
	4-5	13						
Government and Politics, American								
Mathematics, Calculus AB	3	4						
	4-5	8	3-5	12	3-5	4-5	3-5	8
Mathematics, Calculus BC								
	3	8			3-5	8-10	3-5	8
	4-5	12						
Music	*	*	3-5	9				
Music History								
Music Theory								
Physics B	3	8						
	4-5	12	3-5	12	3-5	10	3-5	10
Physics C	3	4			3-5	10	3-5	10
	4-5	4						
Psychology								
Spanish Language	3	12			3-5			
	4-5	13				*	3-5	9-15
Spanish Literature	3	12						
	4-5	13						

* Contact Clatsop directly for information on their Advanced Placement Program.
Treasure Valley is the same as Linn-Benton with the exception of Classics, Virgil and European History.

- * Credit and/or waiver based on division chair recommendation.
- * Tests will be individually evaluated if a student presents scores on admission.

**Oregon Community Colleges
Advanced Placement Program**

	Portland and Columbia Gorge		Rogue		Southwestern Oregon		Tillamook Bay	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
American History	3-5	9	3-5	9	3	9	3-5	9
Art, History of	3-5	9	3-5	9	3	9	3-5	9
Art, Studio (Portfolio)			3-5	9	3	9		
Biology	3	8	3	8			3	8
	4-5	12	4-5	12			4-5	12
Chemistry	3-5	9-15	3-5	9			3-5	9-15
Classics, Virgil								
Classics, Lyric								
Computer Science A								
Computer Science AB								
Economics								
English Composition and Literature	3	3	3	*			3	3
	4-5	12	4-5	* 15	3	9	4-5	12
English Language and Composition			3	3				
	3-5	9	4-5	6	3	6	3-5	9
European History	3-5	9	3-5	9			3-5	9
French Language	3-5	9-15	3-5	12			3-5	9-15
French Literature			3-5	12				
German Language	3-5	9-15	3-5	12			3-5	9-15
German Literature			3-5	12				
Government and Politics, American								
Mathematics, Calculus AB			3	4				
	3-5	8	4-5	8			3-5	8
Mathematics, Calculus BC			3	8				
	3-5	8	4-5	12			3-5	8
Music								
Music History					3	9		
Music Theory					3	◇ 12		
Physics B			3	8				
	3-5	10	4-5	12			3-5	10
Physics C	3-5	10	3-5	9-15			3-5	10
Psychology								
Spanish Language	3-5	9-15	3-5	12			3-5	9-15
Spanish Literature			3-5	12				

* Contact Clatsop directly for information on their Advanced Placement Program.
Treasure Valley is the same as Linn-Benton with the exception of Classics, Virgil and European History.

* Credit and/or waiver based on division chair recommendation.

◇ Plus successful completion of our 4-part composition exam.

Oregon Independent Colleges
College Level Examination Program

	Columbia Christian		Concordia		George Fox 		Lewis & Clark	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	○ 50	3	500	10	450	7	IX	
Social Science-History	○ 50	6	500	10	450	9	IX	
Natural Sciences	○ 50	6	500	10	445	8	IX	
Mathematics	500	3	500	5	445	6	IX	
English Composition	500	3	500	9	490	■ 3	IX	
Subject Exam								
American Government	★		50	5	50	2	★	
American History I	★		50	5	50	3	★	
American History II	★		50	5	50	3	★	
American Literature	★		★		49	3	★	
Analysis & Interp. of Lit.	★				53	6	★	
Biology	★		50	5	48	8	★	
Calc. w/Elem. Functions	★		★		49	8	★	
Clinical Chemistry	★						★	
College Algebra	★		47	5	50	3	★	
College Algebra-Trigonometry	★				50	3	★	
Computers and Data Processing	★		★		54	3	★	
Educational Psychology	★		★		50	2	★	
Elementary Comp. Prog. Fortran IV	★		★				★	
English Composition	★		50	5			★	
English Literature	★		★		48	3	★	
French Level I	★				42	6	★	
French Level II	★				49	6	★	
Freshman English	★		★				★	
General Chemistry	★		★		50	8	★	
General Psychology	★		50	5	52	3	★	
Geology	★		50	5			★	
German Level I	★		★		43	6	★	
German Level II	★		★		52	6	★	
Hematology	★						★	
Human Growth and Development	★		★		50	3	★	
Immunohematology	★						★	
Introduction to Business Management	★		★		50	3	★	
Introduction to Accounting	★		★		50	6	★	
Introduction to Business Law	★		★		54	3	★	
Introduction to Economics	★		★				★	
Introduction to Macroeconomics	★		★		52	3	★	
Introduction to Microeconomics	★		★		52	3	★	
Intro. Micro/Macroeconomics	★						★	
Introduction to Marketing	★		★		51	3	★	
Introduction to Sociology	★		50	5	50	3	★	
Medical-Surgical Nursing	★						★	
Microbiology	★		★				★	
Money and Banking	★						★	
Spanish Level I	★				44	6	★	
Spanish Level II	★				53	6	★	
Statistics	★				48	3	★	
Tests & Measurements	★						★	
Trigonometry	★						★	
Western Civilization I	★		50	5	50	3	★	
Western Civilization II	★		50	5	50	3	★	

 George Fox bases cut-off at B-level.

■ Plus essay.

○ These are done by subscore. Student must get 50 in each subscore to receive a total of 6 semester credit hours. If subscores are 50-45, student will get only 3 semester credit hours.

★ Tests will be individually evaluated if a student presents scores on admission.

IX Score 60th percentile and above -- credit granted: 10 quarter hours if the student meets the following conditions: (a) has been out of a traditional educational environment for a minimum of three years; and (b) the student has had NO college coursework prior to taking the CLEP tests.

Oregon Independent Colleges
College Level Examination Program

	Linfield		Marylhurst		Northwest Christian		Pacific University	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
General Exam								
Humanities	500	5	500	9	500	9	530	3
Social Science-History	500	5	500	9	500	9	530	3
Natural Sciences	500	5	500	9	500	9	530	4
Mathematics	500	5	500	9	500	9	530	4
English Composition	500	5	500	9	475	9	530	3
Subject Exam								
American Government	★		55	5	50	3	530	3
American History I	★		52	5	50	3	530	3
American History II	★		53	5	50	3	530	3
American Literature	★		50	10	50	9	530	3
Analysis & Interp. of Lit.	★		55	10	50	9		
Biology	★		50	10	50	9	530	4
Calc. w/Elem. Functions	★		51	10	50	9	530	4
Clinical Chemistry	★							
College Algebra	★		51	5	50	4	530	4
College Algebra-Trigonometry	★		53	5	50	4	530	4
Computers and Data Processing	★				50	3		
Educational Psychology	★		52	5	50	6	530	3
Elementary Comp. Prog. Fortran IV	★						530	3
English Composition	★				50	3	530	3
English Literature	★		50	10	50	6	530	3
French Level I	★		43	10	45	9	530	3
French Level II	★		50	10	54	9	530	3
Freshman English	★						530	3
General Chemistry	★		52	10	50	8	530	4
General Psychology	★		55	5	50	6	530	3
Geology	★				50	8	530	3
German Level I	★		44	10	45	9	530	3
German Level II	★		54	10	54	9	530	3
Hematology								
Human Growth and Development	★		52	5	50	3		
Immunohematology								
Info. Systems & Computer Appl.			56	5				
Introduction to Business Management	52	3	52	5	52	6		
Introduction to Accounting	52	6	52	10	50	6	530	3
Introduction to Business Law	52	3	57	5	50	3		
Introduction to Economics	★							
Introduction to Macroeconomics	52	3	54	5	50	3	530	3
Introduction to Microeconomics	52	3	55	5	50	3	530	3
Intro. Micro/Macroeconomics								
Introduction to Marketing	52	3	53	5	53	6		
Introduction to Sociology	★		52	5	50	3	530	3
Medical-Surgical Nursing								
Microbiology							530	4
Money and Banking	★						530	3
Spanish Level I	★		45	10	45	9	530	3
Spanish Level II	★		54	10	54	9	530	3
Statistics	★				48	3	530	3
Tests & Measurements	★				50	3		
Trigonometry	★		54	5	54	4	530	4
Western Civilization I	★		52	5	50	3	530	3
Western Civilization II	★		52	5	50	3	530	3

★ Tests will be individually evaluated if a student presents scores on admission.

Oregon Independent Colleges
College Level Examination Program

	University of Portland		Warner Pacific		Western Baptist	
	Score	Credit	Score	Credit	Score	Credit
General Exam						
Humanities	⊙ 500+50	6	★		500	9
Social Science-History	⊙ 500+50	6	★		500	9
Natural Sciences	⊙ 500+50	6	★		500	9
Mathematics	⊙ 500+50	6	★		500	9
English Composition	500	3	★		500	9
Subject Exam						
American Government	50	3	★		★	
American History I	49	3	★		★	
American History II	49	3	★		★	
American Literature	50	3	★		★	
Analysis & Interp. of Lit.	51	3	★		★	
Biology	49	6	★		★	
Calc. w/Elem. Functions	50	4				
	60	8	★		★	
Clinical Chemistry			★			
College Algebra	49	3	★		★	
College Algebra-Trigonometry	50	4	★		★	
Computers and Data Processing	48	3	★		★	
Educational Psychology	50	3	★		★	
Elementary Comp. Prog. Fortran IV			★		★	
English Composition	50	3	★		★	
English Literature	49	3	★		★	
French Level I	44	6	★		★	
French Level II	56	6	★		★	
Freshman English	50	3	★		★	
General Chemistry	48	6	★		★	
General Psychology	50	3	★		★	
Geology			★		★	
German Level I	44	6	★		★	
German Level II	55	6	★		★	
Hematology			★		★	
Human Growth and Development	51	3	★		★	
Immunohematology			★		★	
Introduction to Business Management	50	3	★		★	
Introduction to Accounting	50	6	★		★	
Introduction to Business Law	51	3	★		★	
Introduction to Economics	50	3	★		★	
Introduction to Macroeconomics	50	3	★		★	
Introduction to Microeconomics	50	3	★		★	
Intro. Micro/Macroeconomics	50	3	★		★	
Introduction to Marketing	50	3	★		★	
Introduction to Sociology	50	3	★		★	
Medical-Surgical Nursing	50	3	★		★	
Microbiology			★		★	
Money and Banking			★		★	
Spanish Level I	45	6	★		★	
Spanish Level II	55	6	★		★	
Statistics			★		★	
Tests & Measurements			★		★	
Trigonometry	49	3	★		★	
Western Civilization I	50	3	★		★	
Western Civilization II	50	3	★		★	

★ Tests will be individually evaluated if a student presents scores on admission.

⊙ These are done by subscore. Student must get 50 in each subscore to receive a total of 6 semester credit hours. If subscores are 50-45, student will get only 3 semester credit hours.

**Oregon Independent Colleges
Advanced Placement Program**

	Bassett		Columbia Christian		Concordia		George Fox	
	Score	Credit	Score	Credit	Score	Credit	Score	Credit
American History I			3	©	3-5	©	3-5	3
American History II			3	©			3-5	3
Art, History of	3	3	3	©	3-5	©	3-5	2
Art, Studio (Portfolio)			3	©				
Biology			3	©			3	3
Chemistry			3	©	3-5	©	4-5	8
Classics, Virgil			3	©	3-5	©	3	3
Classics, Lyric			3	©			4-5	8
Computer Science			3	©			3	3
Economics					3-5	©	4-5	7
English Composition and Literature	3	3	4	©	4	©	3-4	3
English Language and Composition	3	3	4	©	4	©	5	6
European History			3	©	3-5	©	4-5	6
French Language			3	©			3-5	6
French Literature			3	©				
German Language			3	©	3-5	©	3-5	6
German Literature			3	©				
Mathematics, Calculus AB			3	©			3	4
Mathematics, Calculus BC			3	©	3-5	©	4-5	8
Music			3	©			4-5	8
Physics B			3	©				
Physics C			3	©	3-5	©	4-5	8
Spanish Language			3	©				
Spanish Literature			3	©			3-5	6

© Amount of credit determined by the department concerned.

**Oregon Independent Colleges
Advanced Placement Program**

	Lewis & Clark		Linfield		Northwest Christian	
	Score	Credit	Score	Credit	Score	Credit
American History I	3 4-5	★ 10	4-5	5	4-5	9
American History II	3 4-5	★ 10	4-5	5	4-5	9
Art, History of	3 4-5	★ 10	4-5	5	4-5	9
Art, Studio (Portfolio)	3 4-5	★ 10	4-5	5	4-5	★
Biology	3 4-5	★ 10	4-5	5	4-5	12
Chemistry	3 4-5	★ 10	4-5	5	4-5	9
Classics, Virgil	3 4-5	★ 10	4-5	5	4-5	3
Classics, Lyric	3 4-5	★ 10	4-5	5	4-5	6
Computer Science	3 4-5	★ 10	4-5	5	4-5	6
Economics					4-5	6
English Composition and Literature	3 4-5	★ 10	4-5	5	4 5	12 15
English Language and Composition	3 4-5	★ 10	4-5	5	4-5	9
European History	3 4-5	★ 10	4-5	5	4-5	9
French Language	3 4-5	★ 10	4-5	5	4-5	13
French Literature	3 4-5	★ 10	4-5	5	4-5	13
German Language	3 4-5	★ 10	4-5	5	4-5	13
German Literature	3 4-5	★ 10	4-5	5	4-5	13
Mathematics, Calculus AB	3 4-5	★ 10	4-5	5	4-5	8
Mathematics, Calculus BC	3 4-5	★ 10	4-5	5	4-5	12
Music	3 4-5	★ 10	4-5	5	4-5	9
Physics B	3 4-5	★ 10	4-5	5	4-5	12
Physics C	3 4-5	★ 10	4-5	5	4-5	12
Psychology						
Spanish Language	3 4-5	★ 10	4-5	5	4-5	13
Spanish Literature	3 4-5	★ 10	4-5	5	4-5	13

★ Tests will be individually evaluated if a student presents scores on admission.

**Oregon Independent Colleges
Advanced Placement Program**

	Pacific University		Reed		University of Portland	
	Score	Credit	Score	Credit	Score	Credit
American History I	4-5	3	4-5	1	3 4-5	3 6
American History II	4-5	3	4-5	1		6
Art, History of	4-5	3	4-5	1	3 4-5	3 6
Art, Studio (Portfolio)	4-5	3				
Biology	4-5	4	4-5	2	3 4-5	4 8
Chemistry	4-5	4	4-5	★	3 4-5	4 8
Classics, Virgil	4-5	3	4-5	★		
Classics, Lyric	4-5	3	4-5	★		
Computer Science	4-5	4				
Economics	4-5	3	4-5	1		
English Composition and Literature	4-5	3	4-5	1	3 4-5	3 6
English Language and Composition	4-5	3			3 4-5	3 6
European History	4-5	3	4-5	1	3 4-5	3 6
French Language	4-5	3	4-5	★	3 4-5	6 12
French Literature	4-5	3	4-5	★		Waive
German Language	4-5	3	4-5	★	3-5 3 4-5	+6 6 12
German Literature	4-5	3	4-5	★		Waive
Mathematics, Calculus AB	4-5	4	4-5	1	3-5 3 4-5	+6 4 8
Mathematics, Calculus BC	4-5	4	4-5	1	3 4-5	8 12
Music	4-5	3	4-5	1		
Physics B	4-5	4			3-5 3 4-5	3-6 4 8
Physics C	4-5	4	4-5	1	3 4-5	4 8
Psychology			4-5	1		
Spanish Language	4-5	3	4-5	★	3 4-5	6 12
Spanish Literature	4-5	3	4-5	★		Waive
					3-5	+6

★ Tests will be individually evaluated if a student presents scores on admission.

**Oregon Independent Colleges
Advanced Placement Program**

	Warner Pacific		Western Baptist		Willamette	
	Score	Credit	Score	Credit	Score	Credit
American History I	3	0				
	4-5	4	3	0	4-5	0
American History II	3	0				
	4-5	4	3	0	4-5	0
Art, History of	3	0				
	4-5	4	3	0	4-5	0
Art, Studio (Portfolio)	3	0				
	4-5	4	3	0	4-5	0
Biology	3	0				
	4-5	4	3	0	4-5	0
Chemistry	3	0				
	4-5	4	3	0	4-5	0
Classics, Virgil	3	0				
	4-5	4	3	0	4-5	0
Classics, Lyric	3	0				
	4-5	4	3	0		
Computer Science	3	0				
	4-5	4			4-5	0
Economics	3	0				
	4-5	4			4-5	0
English Composition and Literature	3	0				
	4-5	4	4	0	4-5	0
English Language and Composition	3	0				
	4-5	4	3	0	4-5	0
European History	3	0				
	4-5	4	3	0	4-5	0
French Language	3	0				
	4-5	4	3	0	4-5	0
French Literature	3	0				
	4-5	4	3	0	4-5	0
German Language	3	0				
	4-5	4	3	0	4-5	0
German Literature	3	0				
	4-5	4	3	0	4-5	0
Mathematics, Calculus AB	3	0				
	4-5	4	3	0	4-5	0
Mathematics, Calculus BC	3	0				
	4-5	4	3	0	4-5	0
Music	3	0				
	4-5	4	3	0		
Physics B	3	0				
	4-5	4	3	0	4-5	0
Physics C	3	0				
	4-5	4	3	0	4-5	0
Spanish Language	3	0				
	4-5	4	3	0	4-5	0
Spanish Literature	3	0				
	4-5	4	3	0	4-5	0

0 Advanced placement without credit is conferred for a score of 3.

© Amount of credit determined by the department concerned.